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ABSTRACT

The full text of the U.S. House of Representatives subcommittee hearings on career education, held May 20, 1975, is presented. Statements to the subcommittee and subsequent dialogue with subcommittee members, as well as prepared statements, letters, and other supplemental material submitted for the record are included. Supplementary materials include the questionnaire and responses evaluating the Office of Education document "An Introduction to Career Education," a report of a career education conference sponsored by the National Urban Coalition and Racine Environment Committee, and brief descriptions of program models being developed throughout the nation. The following either appeared before the committee to speak and/or present papers or authored material presented for the record: Lee Brown, Owen Collins, William A. Horner, S. P. Marland, Jr., Eugene Sydnor, Reginald Wilson, Virginia Y. Trotter, Chester W. Dugger, John M. Geston, Charles T. Hennigan, Kenneth B. Hoyt, R. Lawrence Liss, Richard Morrison, Albert H. Quie, Thomas C. Schmidt, Robert W. Wiles, and Robert Young. A policy paper of the United States Office of Education, representing its first comprehensive conceptual statement, and papers discussing career education and the elementary level, teaching/learning processes, minority and low-income students, the handicapped, counselors, vocational and occupational education, and the businessman are presented. (LH)

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CAREER EDUCATION

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-FOURTH CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, D.C.
MAY 20, 1975

Printed for the use of the Committee on Education and Labor
CARL D. PERKINS, *Chairman*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION

TUESDAY, MAY 20, 1975

U.S. HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY,
SECONDARY AND VOCATIONAL EDUCATION
OF THE COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met at 9:40 a.m., pursuant to call, in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the committee) presiding.

Members present: Representatives Perkins, Meeds, Blouin, Miller, Mottl, Hall, and Quie.

Staff members present: John Jennings, counsel; Charles Radcliffe, minority counsel.

Chairman PERKINS. The committee will come to order. A quorum is present.

The Subcommittee on Elementary, Secondary, and Vocational Education is conducting a hearing today on career education. During the course of the subcommittee's hearings so far this year on vocational and occupational education there has been some discussion of career education. We felt that it was important to hold an independent hearing on career education to emphasize the broad scope of the idea.

As I understand it, career education is meant to permeate our entire educational process from the early elementary years through the termination of school.

Vocational education is thought of as a component of career education in that it provides particular job training at some point in the educational process but in no way is vocational education meant to be coterminous with career education or career education with vocational education although it may be known by the label of "career education" at the time.

I like to think that the types of experience that I had as a student in eastern Kentucky were career education during the early years of schooling. In my schooling we were exposed to many different jobs. We also acquired particular job skills such as carpentry and bricklaying. By the end of schooling therefore we knew about the many different types of jobs available in our community. But we also had mastered particular job skills. In the 10th grade you matriculated. At that time the majority of the youngsters dropped out in the 8th grade and were qualified to hold jobs as carpenters, and let some of their sisters come to the school and pay their way.

So this idea is not a new idea. It has been practiced through the years. But sometimes these things become a lost art, now to be picked

up again by different generations, the same system that we had. Industrial arts was compulsory from the 3d grade through the second year of high school.

Now it is discretionary for 1 year or 2 years in high school. That is quite late to start and it is different. You just don't learn those things at that age that you would learn when you are exposed to them and practiced when you are in the 3d, 4th, 5th, 6th, 7th grade, 11, 12 years of age, and learn how to put up a fence and do it in a skilled manner. Any type of fencing, any type of carpentry you are exposed to, masonry of all types, that to my way of thinking is what career education is about.

I hope that during the course of today's hearings the witnesses will expound on their understanding of career education and also their feelings on how that idea ought to fit into our educational system.

I am delighted this morning to welcome before the committee Hon. Virginia Y. Trotter, Assistant Secretary for Education of the Department of Health, Education, and Welfare, accompanied by Dr. Kenneth Hoyt, Associate Commissioner for Career Education, and Dr. Sidney P. Marland, Jr., President of the College Entrance Examination Board and Mr. Eugene Sydnor, chairman of the Education and Manpower Commission, U.S. Chamber of Commerce.

We will hear from you first Dr. Trotter and then Dr. Marland. Go ahead.

STATEMENT OF HON. VIRGINIA Y. TROTTER, ASSISTANT SECRETARY FOR EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, ACCOMPANIED BY DR. KENNETH HOYT, ASSOCIATE COMMISSIONER FOR CAREER EDUCATION, AND RICHARD HASTINGS, ACTING DEPUTY ASSISTANT SECRETARY FOR LEGISLATION

Dr. TROTTER. Thank you. I would like also to introduce Mr. Richard Hastings, who is Acting Deputy Assistant Secretary for Legislation.

Chairman PERKINS. I do want to state that the House goes into session at 10 a.m. today, very much to my regret. It is just one of those occasions. Without objection all of the prepared statements will be inserted in the record. It may be that you may want to summarize your statements or proceed in any way you prefer. Go ahead, Dr. Trotter.

Dr. TROTTER. Thank you. I am pleased to be here this morning to discuss our efforts in the area of career education. At this time I will summarize my statement and the full statement will be submitted for the record.

Since 1971 career education has been one of the top priorities of the U.S. Office of Education and now the Education Division, which includes the National Institute of Education and the Fund for the Improvement of Postsecondary Education. As an indication of the continuing priority which we are giving this area we would like to note that the U.S. Commissioner of Education has budgeted $7 million of his discretionary funds from the Special Projects Act to career education for fiscal year 1976 for a total of $10 million for the program. This is more than has been allocated to any other activity under that act for

fiscal year 1976. We believe that this action clearly demonstrates our continuing strong commitment to the concept of career education.

Before I proceed perhaps it would be helpful to the subcommittee if I offered our working definition of what career education is, since this term seems to be one which means different things to different people. We define career education as the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. Dr. Hoyt will elaborate on this definition in his statement.

Although we will be describing OE's career education efforts here today we should not lose sight of the fact that both the National Institute of Education and the Fund for the Improvement of Postsecondary Education are also supporting valuable work in this area.

The fund has provided substantial support for promising new approaches directed toward the integration of work and education since the programs began. These include projects which: (1) Improve the match between job requirements and educational programs through competency-based approaches; (2) develop new linkages between liberal arts colleges and occupational programs to broaden student learning options; (3) encourage learning as a lifelong activity through programs more responsive to the needs of working people; and (4) joint education/career counseling and information services. For fiscal year 1976 the President's budget requests an increase of $6 million for the fund to be devoted to this area of work and education.

Since it began in August 1972 the NIE has had a major commitment to supporting research and development in the area of career education. First, the NIE's authorizing legislation specifically calls for the Institute to undertake R & D in this area as part of its broad mandate to improve education through research, development and dissemination.

Second, funding for projects transferred from the Office of Education to NIE and additional projects initiated by the Institute totaled $45 million for fiscal years 1973, 1974 and 1975, approximately 17 percent of NIE's expenditures over this 3-year period. Finally, NIE proposes to continue efforts in this area, particularly those aimed at improving the preparation of youth and adults for choosing, entering and progressing in careers. To this end the Institute has identified education and work as one of five problem areas on which we will concentrate fiscal year 1976 resources.

Between fiscal year 1972 and fiscal year 1975 the U.S. Office of Education expended approximately $52 million on career education. An illustration of legislative authority and sources of such expenditures is found in fiscal year 1973 figures reported in document No. 1 submitted here for the record. In fiscal year 1973, of $43.2 million possibly available for career education expenditures under existing legislative authorities $18.6 million was expended in direct support of comprehensive career education efforts. Most of this $18.6 million, $16.7 million, came from funds allocated under legislative authorities found in OE's Bureau of Occupational and Adult Education.

I want to emphasize the key role played by OE's Bureau of Occupational and Adult Education, under the leadership of Dr. Robert Worthington and his successor, Dr. William F. Pierce, during this

period. This role is illustrative of the leadership that the vocational education movement, throughout the land, has provided in the evolution of the career education concept.

In fiscal year 1973 of $31.5 million available to BOAE for research and innovation under existing legislative authority, $16.7 million were expended for career education. In July of 1973 (more than a year prior to passage of a provision in Public Law 93-380 which called for creation of an Office of Career Education in OE) an Office of Career Education was established in this Bureau.

During the period between fiscal year 1972 and fiscal year 1975 the U.S. Office of Education guided by Commissioners Sidney P. Marland, Jr. and John Ottina chose to allow the emerging concept of career education to be fashioned on the hard anvil of educational practice.

We felt that this posture on the part of OE was preferable to a hasty endorsement of a definition which might straitjacket experimentation and development. OE activities during this period were limited to: formulating and supporting the establishment of four possible career education models (transferred to NIE in fiscal year 1973); supporting the development of career education materials; supporting establishment of a minimum of at least three career education demonstration projects at the K-12 level in each of the 50 States; and supplying technical assistance and consultative aid to State educational agencies and to local educational agencies as they attempted to initiate career education efforts.

Recent studies indicate the rapid growth of career education and the sizable extent to which efforts have been initiated throughout the land. The greatest amount of activity by far has obviously been expended at the local level. Approximately 5,000 of the 17,000 public school districts have undertaken some kind of career education initiative at the State level.

At the State level, 42 State educational agencies have appointed State coordinators of career education, 35 have issued State position papers and 25 State education associations have included career education in their State budgets. Five States, Arizona, Florida, Iowa, Louisiana, and Michigan, have enacted career education legislation. Such legislation is currently under consideration in several other States.

At the national level, career education has been endorsed by a wide variety of organizations, both within and outside of the formal education structure. For example, 25 national organizations and associations participated recently in writing "Career Education: What It Is And Why We Need It" published by the Chamber of Commerce of the United States.

In summarizing this brief historical overview, it seems safe to conclude that the idea of career education has been met with great enthusiasm across the land. Never has a Federal call for educational reform been accepted so rapidly with so great an expenditure of State and local effort, in so short a time, and with so little Federal support. The record on this point is both clear and convincing.

I think in retrospect these decisions have been wise and appropriate.

With your permission, Mr. Chairman, I would now like to turn to Dr. Kenneth Hoyt, Director of the Office of Career Education, who will summarize the current activities of that Office.

Chairman PERKINS. Go ahead, Doctor.

Dr. HOYT. Mr. Chairman, members of the committee, I am deeply appreciative of the opportunity of appearing before you this morning. In the interest of your busy schedule I have prepared a longer statement.

Chairman PERKINS. Without objection your statement will be inserted in the record, Dr. Hoyt.

[Information referred to above follows:]

An Introduction To Career Education

A Policy Paper of the U.S. Office of Education

FOREWORD

This booklet represents the U.S. Office of Education's first comprehensive conceptual statement on career education. Initially prepared in February 1974, draft copies have been reviewed by career education leaders at the local, State, and national levels. An extremely high degree of consensus was found when comments regarding the draft document were studied.

In September 1974, the Secretary of Health, Education, and Welfare approved, as HEW policy, a paper entitled Career Education: Toward a Third Environment. This booklet, An Introduction to Career Education, describes the Office of Education's interpretation of the HEW policy on career education. Its content is also consistent with the provisions of Section 406 of the Education Amendments of 1974, which provides the first official congressional endorsement of career education. The appended "Explanatory and Interpretive Statement" illustrates the high degree of consensus that now appears to exist among career education leaders at all levels.

The Office of Education is pleased to announce release of this policy statement. It is our hope that it will be helpful to State education agencies and to local school systems as they develop and expand their own concepts of career education.

T. H. Bell
U. S. Commissioner
of Education

AN INTRODUCTION TO CAREER EDUCATION

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the postindustrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Educational Reform: The Rationale of Career Education

Each of the 11 criticisms cited centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of them. Such a common element must be one that can logically be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as to the individual personal growth goals of learners.

One such element that seems appropriate to consider for use is the concept of work. For purposes of this rationale, "work" has this specific definition:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the survival need of society for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for both educators and students to engage in education. It emphasizes the goal of education, as preparation for work, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, reaches beyond to the broader aspects of productivity in one's total life style--including leisure time.

As such, it serves as a universally common answer to all who ask, "Why should I learn?" The fact that it may represent, for any given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accomplished through use of the concept of work. It accommodates the productivity goals of society in ways that emphasize the humanizing goals of American education. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions of the words "career" and "education." In seeking a generic definition for career education, these words are defined as follows:

> "Career" is the totality of work one does in his or her lifetime.
>
> "Education" is the totality of experiences through which one learns.

Based on these two definitions, "career education" is defined as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Career," as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education," as defined here, obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question, "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental rather than in a fragmented sense.

6. Career education is for all persons--including the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate colleges.

7. The societal objectives of career education are to help all individuals to: (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose--and assistance in making and implementing career decisions--are of central concern to career education.

10. The expertise required for implementing career education exists in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these 10 concept assumptions represent a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs they represent. Certainly, each is debatable and none has sufficient acceptance as yet to be regarded as an educational truism.

Programmatic Assumptions of Career Education

Operationally, career education programs have been initiated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the following programmatic assumptions are intended to serve as examples of the truth as we presently know it. Each is stated, insofar as possible, in the form of a testable hypothesis. By doing so, it is hoped that further research will be stimulated.

1. If students can see relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. No single learning strategy exists that is best for all students. For example, some students will learn best by reading books, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands that those who seek employment possess a specific set of vocational skills. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed to a significant degree during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decisionmaking is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, a simple matching of individuals with jobs.

9. Occupational stereotyping hinders full freedom of occupational choice both for females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socioeconomic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their places of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decisionmaking skills, job-hunting skills, and job-getting skills can be taught to and learned by almost everyone. Individuals can effectively use such skills, once learned, to enhance their career development.

15. Excessive deprivation in any aspect of human growth and development can retard career development. For persons suffering such deprivation, special variations in career development programs will be required.

16. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover what they can accomplish in the work they do.

17. The attitudes of parents toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decisionmaking and occupational preparation will probably be repeated more than once for most adults in today's society.

19. One's style of living is significantly influenced by the occupations he or she engages in at various times in life.

20. Relationships between education and work can be made more meaningful through infusion into subject matter than if taught as a separate body of knowledge.

21. It can increasingly be expected that education and work will be interwoven at various times in the lives of most individuals rather than occur in a single sequential pattern.

22. Decisions individuals make about the work they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be taught effectively to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point is that, in formulating action plans for career education, we are not, even at this stage, forced to operate out of complete ignorance. While much more research is obviously needed, we know enough right now to justify and to undertake the organization, installation, and implementation of comprehensive career education programs. The call for educational reform, to which career education seeks to respond, need not and should not wait for further research before we begin to answer it.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles by some staff members can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the home and family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

3. Help pupils acquire and utilize good work habits.

4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. Some teachers, in addition, will be charged with:

1. Providing students with specific vocational competencies at a level that will enable them to gain entry into the occupational society.

2. Helping students acquire job-seeking and job-getting skills.

3. Participating in the job-placement process.

4. Helping students acquire decisionmaking skills.

C. The business-labor-industry community will:

1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to reduce worker alienation.

5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members with whom pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decisionmaking.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless performance of these tasks is underway, we cannot say that implementation of a comprehensive career education program has taken place. While bits and pieces of career education are obvious in many educational systems at present, very few have fully implemented these initial tasks. American education cannot be credited with responding to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Learner Outcomes for Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary in emphasis from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce individuals who, when they leave school (at any age or at any level), are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.

4. Equipped with career decisionmaking skills, job-hunting skills, and job-getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

It is important to note that these learner outcome goals are intended to apply to persons leaving the formal educational system for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post high school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how

well-intentioned, cannot bring about educational reform so long as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education is either new or untested. Yet, none has become common practice in a majority of educational systems. No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance before it is initiated. In spite of the obvious difficulties and dangers involved, each of the following basic educational policy changes is championed by the career education movement:

1. Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary school level and of occupational education offerings at the postsecondary school level.

2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curriculums at the secondary school level.

3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of noncertificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any 12-month period in which a student will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.

10. Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process.

13. Increased participation by students, teachers, parents, and members of the business-industry-labor community in educational policy making.

14. Increased participation by formal educational institutions in comprehensive community educational and human services efforts.

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit.

First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are re-aligned, there is no way that this total reform can be carried out with sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in remedial and alternative educational systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public postsecondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons--youth and adults--in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal educational system join

forces with all other segments of the total society, including both community service agencies and the business-industry-labor community, in a comprehensive effort to meet the varied and continuing educational needs of both youth and adults. Rather than complain about or compete with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long-range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Conclusion

As a response to a call for educational reform, career education has operated as a paper priority of American education for the last 3 years. During this period, it has demonstrated its acceptability as a direction for change to both educators and to the general public. Its widespread application to all of American education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the total fabric of all American education. When this has been accomplished, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The call for educational reform, to which career education seeks to respond, is still strong and persistent across the la. J. That call can no longer be ignored. Career education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.

APPENDIX

Explanatory and Interpretive Statement

Background

In 1971, Dr. Sidney P. Marland, Jr., then U.S. Commissioner of Education, introduced the concept of career education. In so doing, he stressed the importance of not having an official Office of Education (OE) definition of "career education." Instead, he called for career education to be defined by scholars and practitioners throughout the Nation. Since then there has been a great deal of activity aimed at conceptualizing "career education." As various groups and individuals have approached this task, increasing numbers have asked OE to state its concept of career education. This paper, An Introduction to Career Education, is an attempt to respond to such requests.

The OE position on career education is not intended to represent the thinking of any single individual. Rather, it is intended to be a consensus statement representing, to the greatest extent possible, conceptual agreements on career education that have evolved since 1971. The table that accompanies this explanatory statement is meant to serve as an indicator of the degree of consensus that now appears to exist among career education leaders from three different kinds of settings.

In order to assess the degree of consensus, OE prepared, in February 1974, a draft document also entitled "An Introduction to Career Education." In addition, a Study Guide was prepared for the purpose of eliciting responses indicating agreement or disagreement with specific statements contained in the draft document. The table mentioned above represents a summary of responses to items contained in the Study Guide.

Data Collection Methods

Copies of the OE draft document, along with the Study Guide, were distributed to a wide variety of persons, under a variety of conditions, in all 50 States. Some were distributed at group meetings. Others were mailed to individuals before they attended OE conferences. Some were distributed in response to direct requests received by OE. Certain elements were common to all these data collection efforts.

First, no attempts were made to convince anyone of the merits of the draft document. No written or oral arguments were presented to any respondent aimed at increasing his or her understanding of, or receptivity to, the contents of the document. Instead, each

respondent was told that this was a "draft" and that OE wanted only to discover the extent to which the respondent agreed or disagreed with what it said.

Second, while each respondent was asked to identify himself or herself by type of position, none was required to do so by name.

Third, OE made no attempts to identify members of any particular group who did not respond to a request to complete the Study Guide. This, too, was done in order to make clear that the assignment was voluntary and that OE wanted each respondent to have the option of anonymity.

In the case of "mini-conference," "conceptualizers," and "philosopher" respondents, copies of both the draft document and the Study Guide were mailed before the respondent was asked to attend an OE-sponsored conference. The respondent was asked to complete and return the Study Guide prior to the conference. As replies were received, OE tabulated them.

In the selection of State education department respondents, almost all names were obtained at an April 1974 conference of State Coordinators of Career Education sponsored by the Council of Chief State School Officers. At the beginning of the conference, copies of the draft document and the Study Guide were distributed. The Study Guide was filled out and turned in at the end of the conference. (A small number of additional replies from members of this group of respondents was collected by mail from those who were sent the documents at a later time.)

OE received completed Study Guides from 100 to 200 individuals whose responses are not recorded in the accompanying table. These responses have not been tallied and reported because (a) OE had no reliable way of knowing the extent to which such responses were influenced by others, and (b) insufficient numbers of such respondents were found in any single category to justify separate identification and tallying of responses for that category. Approximately 100 of these respondents' Study Guides have been tabulated using the category of "Other." It was not considered appropriate to report data under such a category.

The Respondents

Three groups of respondents are identified in the accompanying table: (a) mini-conference participants, (b) State department of education personnel, and (c) national leaders.

Mini-conference participants consisted of approximately 275 persons invited to attend one of 20 career education "mini-conferences"

sponsored by OE during the summer of 1974. Of these persons, 224 turned in usable completed Study Guides.

Two basic methods were used in selecting mini-conference participants. The majority (about 225) were selected from among those nominated by their State Coordinator of Career Education. In the spring of 1974, OE sent letters to each State Coordinator (identified for OE by the Council of Chief State School Officers). These letters announced OE's plans to host a series of mini-conferences for leading career education practitioners working somewhere within the K-12 level. Each State Coordinator was asked to nominate from 5 to 10 (depending on State population) individuals who, in the judgement of the State Coordinator, were working in outstanding school career education programs and were most expert in career education. Using these nominations, plus the personal knowledge of qualified personnel by OE's career education staff, OE selected from 4 to 8 persons from each of the 50 States and invited them to attend one of the 20 mini-conferences. Almost without exception, those persons agreed to attend.

Because participants were selected from every State, because the quality of career education differs greatly from State to State, and because it is unlikely that, in every State, the person identified as the State Coordinator of Career Education had available the kinds of hard data required to assure that only the "best" career education programs were nominated, no pretense is made that participants selected in this manner are the "most expert" local career education practitioners nor that they represent the "best" career education programs in the Nation. It is claimed that these persons are among the best career education practitioners. Certainly, they are far more knowledgable and experienced than most people currently working in career education at the K-12 level.

The second method used in selecting mini-conference participants was through nominations made, at OE's request, from State Education Associations affiliated with the National Education Association (NEA). The NEA assumed responsibility for securing, as nominees, one practicing classroom teacher from each of the 50 States who was identified by the State Education Association as being the kind of dynamic, innovative, and committed teacher career education seeks. Each NEA nominee supposedly had demonstrated such qualities through active involvement in a career education program. Without exception, OE accepted the NEA nominees and invited each to be a mini-conference participant.

State department of education personnel, whose responses are tallied in the table, were primarily those who attended in April

1974 at Dallas the National Conference for State Coordinators of Career Education, sponsored by the Council of Chief State School Officers. Of the 40 respondents in this category, 25 identified themselves as having the title "State Coordinator of Career Education" (or another title with similar meaning). Remaining State department of education personnel in this category of respondents identified themselves as having prime responsibilities in such diverse fields as guidance, curriculum and supervision, and administration. Each evidenced his or her interest and/or concern for career education through attendance at the Dallas meeting or through volunteering to complete and return the Study Guide to OE upon receiving it in the mail. No attempt was made to mail copies of the Study Guide to all State departments of education. Those few respondents in this category who were not at the Dallas conference consisted of State department of education personnel who obtained copies of the Study Guide through their own initiative.

Respondents in the "National Leaders" category represented persons invited to attend one of two OE conferences held in early summer 1974. The first conference, informally called the "Conceptualizers Conference," consisted of persons recognized as national leaders and experts in career education. Each had written and spoken widely on the topic and most had already formulated and published their own conceptual views and definitions of career education. The second conference, informally called the "Philosophers Conference," consisted of persons with national reputations in a variety of disciplines directly related to career education. Such disciplines included counseling, psychology, philosophy, sociology, anthropology, and economics. Some members of the Philosophers Conference were nationally known career education experts while others were selected solely because of their expertise in a particular discipline. Of 25 persons attending one or the other of these two conferences, 17 sent in completed Study Guides.

Interpretation of the Data

Data in the table have been arranged in such a manner as to be largely self-explanatory. At the head of each column, the number of persons in the category who submitted usable Study Guides is indicated. Below is listed the number of persons in the category giving a "Yes" (or "Agree") response and the number giving a "No" (or "Disagree") response. By adding the "Yes" and "No" responses for any particular item and subtracting the total from the number of persons reported at the head of each column, the reader can immediately determine the number of respondents who either failed to answer the item or who chose a "Not sure" response.

If the word "consensus" is interpreted to mean agreement coming from more than half of a given group, it will be immediately clear to those studying the table that "consensus" exists on the draft document, "An Introduction to Career Education." This is true for all three groups--career education practitioners, State department of education personnel, and national career education leaders. Further, the degree of consensus does not differ greatly in either degree or in direction among the three categories.

The apparent high degree of consensus is probably greater than the actual degree of agreement with *the total* OE draft document. That is, the Study Guide, by asking respondents to indicate their "agreement" or "disagreement" only with very specific, finite parts of the draft document, probably produced a higher degree of consensus than would have been the case had respondents been simply asked to "endorse" or "disapprove" the draft document as a whole. It is obviously easier to find agreement with specific thoughts than with an entire conceptual effort viewed as a totality.

Furthermore, many respondents (including many who indicated a "yes" response to a particular item) submitted detailed suggestions for improving wording and content of the draft document. Such written comments make it clear that "agreeing" with a thought and "endorsing" it may be quite different things.

Finally, it must be noted that to find "consensus" is not necessarily to find "truth." What is "agreed to" and what is "right" may be entirely different matters.

The apparent high degree of consensus evidenced in the table convinced OE that the formal OE career education booklet should not differ greatly from the draft document. At the same time, a combination of written comments received and oral conversations held with respondents after they had submitted their Study Guides made it apparent that some revisions, primarily in the form of providing further clarification, were needed. Accordingly, the draft document has now been revised. The final version printed here, like the draft document itself, is entitled An Introduction to Career Education.

NUMBERS OF PERSONS FROM VARIOUS GROUPS WHO ANSWERED "YES" OR "NO" TO QUESTIONS AND/OR STATEMENTS CONTAINED IN THE "STUDY GUIDE" ACCOMPANYING THE DRAFT OF "AN INTRODUCTION TO CAREER EDUCATION"

Note: Those members of a group who failed to answer a particular item or who responded with the answer "Not Sure" are not accounted for in these tabulations.

Key

Mini-Conf. - Local career education practitioners at OE's 1974 "Mini-conferences"
State Ed. Dept. - State Department of Education professional staff (includes 25 State Coordinators of Career Education)
Natl. Leaders - Persons attending either OE's "Conceptualizers Conference" or OE's "Philosopher's Conference"

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dept. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
1. In your opinion, is it appropriate to picture career education as "a response to a call for educational reform"?	199	5	33	1	12	1
2. What is the validity of each of the following 11 conditions and appropriateness to use in specifying conditions leading to the career education movement?						
(1) Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.	207	2	38	2	14	2
(2) Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.	223		40		16	
(3) American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.	195	10	34	1	9	3

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(4) American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated have contributed to the growing presence of worker alienation in the total occupational society.	185	9	34	1	6	7
(5) Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skill, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.	214		40		13	3
(6) The growing need for presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.	176	12	36	1	17	
(7) The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.	171	16	37	3	14	1
(8) Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.	216	2	39		14	1

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(9) The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.	149	21	35	2	8	4
(10) American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.	182	14	30	2	16	
(11) Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.	178	14	33	3	7	5
3. Do you find the following definition of "work" to be appropriate, or are you not sure: "Work: defined as conscious effort aimed at producing benefits for oneself and/or for others?"	192	9	36		6	6
4. In your opinion, how defensible is the rationale of career education--a response to the call for educational reform to a criticism or combination of criticisms that center on relationships between present education and lifestyles of individuals, as cited in "An Introduction to Career Education"?	200	6	30		7	6
5. In your opinion, do you find "career" appropriately defined as the totality of work one does in his or her lifetime?	183	21	32	3	11	5
In your opinion, do you find "career education" appropriately defined as the totality of educational experiences through which one learns about work?	182	20	29	6	10	7
In your opinion, do you find "education" appropriately defined as the totality of experiences through which one learns?	210	2	35		11	4
6. To what extent do you agree with each of the 10 basic concepts listed as follows:						
(1) Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.	208	6	40		16	2

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Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(2) The concept of productivity is central to the definition of work and so to the entire concept of career education.	167	17	28	2	6	10
(3) Since "work" includes unpaid activities as well as paid employment, career education's concerns in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers; and to work activities in which one engages as part of leisure and/or recreational time.	211	3	36	1	15	1
(4) The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"	209	3	36		16	
(5) Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.	219	1	40		18	
(6) Career education is for all persons — the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.	221		39	1	17	
(7) The societal objectives of career education are to help all individuals a) who want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.	197	13	38	1	7	6
(8) The individualistic goals of career education are to make work a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.	215	3	36		11	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(9) Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.	215	2	40		15	2
(10) The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.	218	1	40		15	
7. In your opinion, to what extent is each of the following 25 programmatic assumptions of career education valid?						
(1) If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.	193	9	34	1	11	1
(2) There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities.	219	4	39	1	17	
(3) Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.	206	5	38		15	1
(4) Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.	188	14	30	2	8	4
(5) Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.	217		37	1	16	

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dept. (N=40) Yes	State Ed. Dept. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(6) Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.	202	9	36	2	12	1
(7) Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.	216	1	38			
(8) Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.	217	2	40		17	
(9) Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.	200	3	40		16	
(10) Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.	199	3	40		13	2
(11) A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.	204	7	39	1	15	2
(12) The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.	112	12	23	1	15	2

Question or Statement	Mini-Conf. (N=224) Yes	No	State Rd. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(13) While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.	209	4	40		16	1
(14) Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.	213	3	37		14	
(15) Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.	206	1	37		14	
(16) An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.	186	3	35	2	12	1
(17) Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.	178	5	36		14	1
(18) The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.	210	1	39	1	14	

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(19) In choosing an occupation, one is, in effect, choosing a lifestyle.	181	15	29	3	8	2
(20) Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.	214	1	40		11	
(21) Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.	215		38		15	
(22) Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.	133	3	33	1	12	
(23) Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.	197	1	36	2	12	1
(24) The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.	219		39	1	17	
(25) While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.	201	3	37	1	14	1

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
8. In your opinion, how justified is the contention that while much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs?	211	1	35	1	14	1
9. In your opinion, how justified is the assertion that, to the greatest possible extent, initiation of career education programs should be undertaken utilizing existing personnel and existing physical facilities?	203	6	35		15	2
10. (A) In your opinion how appropriate is each of the tasks and how appropriate is each task assignment listed as follows:						
(A-1) All classroom teachers will devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught. Appropriateness of Task:	210	7	40		14	1
(A-1) Appropriateness of Task Assignment:	166	18	38		12	
(A-2) All classroom teachers will utilize career-oriented methods materials in the instructional program, where appropriate, as one means of educational motivation. Appropriateness of Task:	219	2	40		16	1
(A-2) Appropriateness of Task Assignment:	209	2	40		15	
(A-3) All classroom teachers will help pupils acquire and utilize good work habits. Appropriateness of task:	214	2	40		17	
(A-3) Appropriateness of Task Assignment:	205	1	38	1	15	
(A-4) All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values. Appropriateness of task:	216	2	37		13	2
(A-4) Appropriateness of Task Assignment:	198	2	38		11	

Question or Assignment	Wisc. Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(A-3) All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships. Appropriateness of Task:	212	2	40		15	
(A-3) Appropriateness of Task Assignment:	196	3	39	1	15	
(B) In addition to (A) above, some teachers will be charged with:						
(B-1) Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society. Appropriateness of Task:	220		40		16	
(B-1) Appropriateness of Task Assignment:	196	2	40		16	
(B-2) In addition, some teachers will be charged with helping students acquire job-seeking and job-getting skills. Appropriateness of Task:	221		40		17	
(B-2) Appropriateness of Task Assignment:	202	1	40		16	1
(B-3) In addition, some teachers will be charged with participating in the job-placement process. Appropriateness of Task:	205	1	40		17	
(B-3) Appropriateness of Task Assignment:	158	8	39	1	14	2
(B-4) In addition, some teachers will be charged with helping students acquire decision-making skills. Appropriateness of Task:	210	3	40		17	
(B-4) Appropriateness of Task Assignment:	202	2	38	2	14	3

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(C-1) The business-labor-industry community will provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators). Appropriateness of Task:	222	1	40		16	1
(C-1) Appropriateness of Task Assignment:	202	3	38		15	1
(C-2) The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students. Appropriateness of Task:	221	1	40		16	1
(C-2) Appropriateness of Task Assignment:	208	2	39		15	1
(C-3) The business-labor-industry community will participate in part-time and full-time job placement programs. Appropriateness of Task:	216	2	40		17	
(C-3) Appropriateness of Task Assignment:	197	2	40		17	
(C-4) The business-labor-industry community will participate actively and positively in programs designed to lead to reduction in worker alienation. Appropriateness of Task:	210	1	39	1	14	
(C-4) Appropriateness of Task Assignment:	190	3	36	1	14	
(C-5) The business-labor-industry community will participate in career education policy formulation. Appropriateness of Task:	214		39		15	
(C-5) Appropriateness of Task Assignment:	196		36	1	15	

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(D-1) Counseling and guidance personnel will help classroom teachers implement career education in the classroom. Appropriateness of Task:	209	5	40		16	1
(D-1) Appropriateness of Task Assignment:	186	4	38		16	1
(D-2) Counseling and guidance personnel will serve, usually with other educational personnel as liaison contacts between the school and the business-labor community. Appropriateness of Task:	211	1	40		17	
(D-2) Appropriateness of Task Assignment:	192	2	40		13	1
(D-3) Counseling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure. Appropriateness of Task:	196	5	37	1	13	3
(D-3) Appropriateness of Task Assignment:	167	3	37	1	12	3
(D-4) Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions. Appropriateness of Task:	218	1	38		17	
(D-4) Appropriateness of Task Assignment:	202	1	37		15	1
(D-5) Counseling and guidance personnel will participate in part-time and full-time job placement programs and in follow-up studies on former students. Appropriateness of Task:	216		39		17	
(D-5) Appropriateness of Task Assignment:	190	1	39		14	1
(E-1) The home and family members where pupils reside will help pupils acquire and practice good work habits. Appropriateness of Task:	216		38	2	14	
(E-1) Appropriateness of Task Assignment:	185		36	1	12	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(E-2) The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work. Appropriateness of Task:	216	1	37	2	12	
(E-2) Appropriateness of Task Assignment:	186	5	36	1	10	1
(E-3) The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children. Appropriateness of Task:	215		39	1	14	
(E-3) Appropriateness of Task Assignment:	186	3	38		12	1
(F-1) Educational administrators and school boards will emphasize career education as a priority goal. Appropriateness of Task:	220		39		13	
(F-1) Appropriateness of Task Assignment:	203	1	39		13	
(F-2) Educational administrators and school boards will provide leadership and direction to the career education program. Appropriateness of Task:	219		40		14	1
(F-2) Appropriateness of Task Assignment:	179	2	39		14	1
(F-3) Educational and administrators and school boards will involve the widest possible community participation in career education policy decisionmaking. Appropriateness of Task:	216		39		17	
(F-3) Appropriateness of Task Assignment:	200	1	39		15	1
(F-4) Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program. Appt. of Task:	218	1	38	1	16	
(F-4) Appropriateness of Task Assignment:	199	1	37	1	14	

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(F-5) Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students. Appropriateness of Task:	217		40		15	1
(F-5) Appropriateness of Task Assignment:	205	2	40		14	1
11. The "initial implementation needs" that follow are obviously crucial in that they form a basis for requesting career education funds. In your opinion, should the following categories have been added to the list of initial implementation needs?						
A. Direct subsidies to the business-labor-industry community.	50	98	6	20	4	11
B. Direct subsidies to persons in the form of educational vouchers.	63	78	9	19	4	7

12. In your opinion, how should the following categories of need be ranked in terms of (a) the importance of need for Federal funding; and (b) the relative amount of Federal funds we should be requesting? (Use "1" for top rank.)

(Note: This rank ordering did not lend itself to presentation in this format.)

13. In your opinion, are there other "initial implementation needs" that should be added to the list on "ages 16-18"? Yes, No, or not sure? (If "Yes," please list such needs on the back of this sheet.)

(Note: These listings did not lend themselves to presentation in this format.)

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
14. To what extent do you agree with the priority choices given as tentative examples that follow?						
(1) In-service education needs of currently employed educational personnel should take precedence over efforts to change preservice personnel programs.	198	16	38		10	4
(2) Efforts at the elementary and secondary school levels should take precedence over efforts at the post-secondary school levels.	205	10	36		11	4
(3) Efforts aimed at educational administrators should take precedence over efforts aimed at instructional and guidance personnel.	95	98	25	5	10	5
(4) Efforts aimed at instructional and guidance personnel should receive equal emphasis.	178	27	31	3	10	5
(5) Efforts at implementing career education in all school systems should take precedence over supporting further massive demonstration efforts.	181	14	33	1	13	1
(6) Efforts aimed at implementing career education and at supporting further basic research in career education should receive equal emphasis.	107	76	20	14	8	6
15. In your opinion, how appropriate for use in evaluation of career education is each of the learner outcomes listed below:						
(1) Competence in the basic academic skills required for adaptability in our rapidly changing society.	216	5	40		17	
(2) Equipped with good work habits.	220		38	1	12	
(3) Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.	210	1	31	2	10	2

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
(4) Equipped with career decisionmaking skills, job hunting skills, and job getting skills.	220	2	36		15	2
(5) Equipped with vocational skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.	196	4	36	1	15	1
(6) Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.	219		39		15	1
(7) Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.	220		39		17	
(8) Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.	210	1	39		12	
(9) Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.	212		37		15	
16. To what extent do you agree with the position that not all students should be equipped with a marketable job skill by the time they leave the secondary school?	146	49	30	4	9	4
17. To what extent do you agree with the viewpoint that the call for educational reform cannot be answered simply through initial implementation of career education programs--rather, that it will require major basic educational policy changes?	188	7	31		15	1

Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
18. To what extent do you agree that each of the 14 following major educational policy changes should be championed by career education?						
(1) Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary level and of occupational education offerings at the post-secondary school level.	181	7	38		12	3
(2) Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.	194	11	38		14	1
(3) The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie Unit, as a means of assessing and certifying educational accomplishment.	201	2	39		13	1
(4) The installation of systems for granting educational credit for learning that takes place outside the walls of the school.	218	1	40		13	2
(5) Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.	210		38		15	2
(6) The creation of an open entry--open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.	214		39		17	
(7) Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.	197	6	37		14	1

Question or Statement	Mini-Conf. (N=224) Yes	No	State Ed. Dpt. (N=40) Yes	No	Natl. Leaders (N=17) Yes	No
(8) Creation of the year-round public school system that provides multiple points during any 12-month period in which students will leave the educational system.	158	11	31		13	
(9) Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills and methodologies.	216	3	37		16	1
(10) Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.	214		38		17	
(11) Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.	185	12	38	1	15	
(12) Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.	201	1	38		12	
(13) Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.	195	5	37		16	
(14) Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.	203	2	36		14	

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Question or Statement	Mini-Conf. (N=224) Yes	Mini-Conf. (N=224) No	State Ed. Dpt. (N=40) Yes	State Ed. Dpt. (N=40) No	Natl. Leaders (N=17) Yes	Natl. Leaders (N=17) No
19. To what extent do you agree with each of the following statements:						
(A) Initial implementation of career education will be relatively inexpensive.	137	56	20	11	13	3
(B) Long run educational reform will be very expensive.	149	29	25	9	9	4
(C) Career education is dedicated to avoiding creation of a dual school system.	207	4	37	2	11	
(D) The days of educational isolationism are past. Collaboration is needed.	223		38		16	
(E) If the goals of career education are attained the term "career education" should disappear.	181	10	26	3	12	1

Evaluation of Career Education: Implications for Instruction at the Elementary School Level

INTRODUCTION

The birth of a new idea properly precedes its expansion into an educational concept. The formulation of a new concept properly precedes a concern for testing its efficacy. Global evaluation of a concept's efficacy properly precedes the formulation and testing of research hypotheses aimed at discovering optimal means of implementing the concept in educational practice. The critics of a new idea in education typically use, as one weapon, a call for definitive research results even prior to the time the idea has been developed into a tentative concept form. This short set of generalizations could, I believe, be illustrated repeatedly by those who study the history of new ideas in American education. Career Education is only the latest example.

Former USOE Commissioner of Education Dr. Sidney P. Marland, Jr. first introduced the term "Career Education" in 1971. It is important to note that Dr. Marland introduced an *idea*, not a *concept*. His idea was that the world of schooling needs to be brought into closer relationship with the world of work. In introducing this idea, Marland called for the definition of "career education" to be developed in the hard crucible of educational practice. The *idea* was not new, having been stated as one goal of American education in explicit form by the Morrill Act of 1865. Just prior to Marland's pronouncement, the idea had been well illustrated in books by Venn, (1964), by Pucinski, (1969), and by Rhodes, (1970).

Thus, while the idea was not new, there were two new circumstances surrounding it. The first was the term "career education" used to express the idea. The second was that, for the first time, the idea was being championed by a USOE Commissioner of Education and made a top priority of the United States Office of Education. Bolstered by these two new aspects, the idea attained quick approval and endorsement throughout the land by educators, parents, students, businessmen, and the general public. School systems in all parts of the country adopted policy statements supporting "career education" and initiated efforts to implement such policies. The United States Office of Education earmarked several million dollars to demonstrate the concept.

We were caught in a "chicken or the egg" situation. That is, we were attempting to formulate the conceptualization of career education through attempts to implement the *idea* of relating education and work. The facts used to promote career education pertained much more to the need to relate education and work than to our demonstrated ability to do so. Given the history of new ideas in American education, this should, it seems, be viewed as neither surprising nor necessarily distressing.

The amount of progress made in the name of "career education" over the last four years has been substantial and most encouraging. During this period of time, the "idea" of career education has been effectively converted into a "concept." A multiplicity of methods have been devised and field-tested for the implementation of career education. Public enthusiasm for and acceptance of career education have continued to grow. Now, in 1975, we find ourselves at a point in time when it is appropriate to begin the hard task of evaluating the efficacy of the career education concept. This, of course, is not to say the task of conceptualizing career education has now been completed. Any viable educational concept must be a continually evolving one—and career education must not become an exception. I am only saying that, if one studies the consensus tables that are appended to the current USOE policy paper entitled *An Introduction to Career Education* (USOE, 1975), it seems apparent that consensus has been found for a *current* effort to state the concept of career education.

The purposes of this article are to: (1) provide a short capsule summary of the concept of career education in a form that will hopefully be meaningful to professional persons in elementary education; (2) summarize evaluation criteria now being proposed for career education and identify those that seem most appropriate to use at the elementary school level; (3) illustrate currently available results pertaining to evaluation of career education in elementary schools; and (4) present some brief thoughts regarding our current and future needs for evaluation and research for career education in elementary schools.

The concept of career education

Readers are urged to study carefully the USOE policy paper on career education *referred to above. Here, only particular aspects of that paper that pertain* specifically to the elementary school will be considered. The following discussion assumes readers to be familiar with the USOE policy paper on career education.

First, it is apparent that career education has been conceptualized around the four letter word "work." The word "work," moreover, has been defined so as to reflect the human need of all human beings to do—to accomplish—to achieve. It is a very humanistic concept indeed. As such, it includes both the world of paid employment and the world of unpaid work—including the work of the volunteer, the full-time homemaker, the *pupil*, and work in which individuals engage in the productive use of leisure time. It is a concept that obviously applies to *all* pupils at all levels of education.

Second, with this definition of "work," career education is clearly a developmental concept beginning in the pre-school years and continuing, for most persons, well into the retirement years. That is why we say Kindergarten is very late to begin career education. There is no difficulty justifying a strong conceptual case for career education in the elementary school. As a developmental concept, career education has leaned heavily on the process of career development over the life span—including career awareness, motivation, exploration, decision-making, preparation, entry, progression, maintenance, and decline. The elementary school years have, in this framework, been singled out for particular attention with reference to career awareness and career motivation.

Third, while career development has been used as the process to illustrate the developmental nature of career education, the teaching-learning process has been the prime vehicle utilized for implementing the concept in the elementary school. Here, the rationale has been taken from efforts to reduce worker alienation in business and industrial settings. Career education has attempted implementation strategies that, hopefully, will reduce worker alienation among *both* pupils *and* teachers in the elementary school classroom. We have assumed that, if this can be accomplished, educational productivity—i.e., pupil achievement—will increase.

Fourth, the prime methodolgy devised for implementing career education has been that of collaborative relationships among the formal educational system, the business-labor-industry-professional-government community, and the home and family structure. By viewing the total community as a learning laboratory and persons from that community as resources for implementing career education in classrooms under teacher direction, the result has been a vast expansion of means, materials, settings, and resources for making learning more appealing and meaningful to pupils and to teachers alike.

Evaluative criteria for career education in the elementary school

The USOE policy paper on career education referred to earlier lists nine learner outcomes considered appropriate for use in evaluating career education. Of these, four criteria, while not limited in usefulness to the elementary school, seem particularly appropriate for use at this level.

The first calls for students to be *"competent in the basic academic skills required for adaptability in our rapidly changing society."* At the elementary school level, this can be translated to mean a primary concern for helping pupils learn the basic skills of oral and written communication, of mathematics, and basic science. The importance of this criterion stems from a combination of reasons. One such reason is that employers have complained that youthful job applicants coming to them are often deficient in such skills. A second reason is found by recognizing that, with the current rapidity of occupational change, most persons will be forced to change occupations several times during their adult lives and need these basic skills as a prerequisite for doing so. A third reason is clearly evident when one visits elementary classrooms and finds many pupils who apparently are not sufficiently motivated to acquire these essential skills. Furthermore, it is not difficult to find teachers whose level of motivation for teaching appears no higher than that of their pupils for learning.

The concept of career education calls for two broad approaches for increasing pupil achievement in the elementary school. The first is to show pupils how adults need and use such skills in the work that they do. The second is to increase the variety of means and settings for use in helping pupils acquire these basic academic skills.

The second criterion, in the USOE policy paper, is stated as "*Equipped with good work habits.*" The work habits we refer to are those that, over the ages, have been positively related to productivity—to output per person hour. They include such habits as: (a) coming to work (to school) on time; (b) doing one's best; (c) finishing tasks that are begun; and (d) cooperating with one's fellow workers. Again, we find a situation where employers are asserting that youthful job seekers are coming to them unequipped with such habits. If such habits are to become part of one's lifestyle as an adult, it would help if they were acquired early in life. The concept of career education calls for elementary school teachers to consciously emphasize the importance of good work habits to their pupils and to provide students assistance in and credit for their acquisition. Hopefully, if this occurs, it, too, will contribute to pupil achievement in the classroom. Additionally, it will serve as a valuable adaptability tool to be used in the adult world of rapidly changing occupations.

The third criterion, in the USOE policy paper, is stated as "*Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.*" In a generic sense, work values can be thought of as the constellation of reasons various individuals give when answering, for themselves, the question "Why should I choose to work?" We clearly want pupils to work in their current vocation—their primary work role—i.e., that of a pupil. Thus, in part, our concern is for providing students with multiple reasons why she or he might choose to master the subject matter we are teaching. Additionally, we seek to help pupils understand the work values—i.e., the personal reasons for choosing to work in particular occupations—on the part of adults now employed in the world of paid employment. That is why, for example, career education elementary school field trips emphasize work, not occupations—the ways in which workers are contributing to society's goals rather than a study of their specific job functions. The worth, value, and dignity of any occupation is brought to that occupation by the human beings doing that work. We seek to help pupils understand and appreciate the worth of workers—with special emphasis on their parents as workers—through helping them understand the many ways in which each worker contributes to society and so receives personal benefits for herself or himself. We *do* want our pupils to want to work.

The fourth criterion considered particularly appropriate at the elementary school level is stated as "*Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.*" In seeking to apply this criterion in the evaluation of elementary school career education efforts, we are certainly not thinking of using specific occupational choices as the measuring stick. Rather, we are thinking more of measures that would represent a reduction in both race and sex stereotyping as restrictors on occupations considered for possible choice. Work values, like other personal values, are highly influenced by early life experiences. Our elementary school textbooks have, for years, been filled with examples representing both race and sex stereotyping when occupations are described. To open up full freedom of choice in later years, for both minority persons and for females, demands that these problems be attacked in the elementary school. Further, the wise use of one's leisure time demands that consideration be given to activities which, because they are productive, result in personal satisfaction and a sense of accomplishment for the individual. This, too, is something career education has said should be begun to be communicated to pupils beginning in the early elementary school years. We have reasoned that the best of all possible times to acquaint pupils with the positive connotations of "work" is when, in their own lifestyles, they have difficulty separating it from another four letter word called "play."

Examples of evaluations of elementary school career education efforts

Of the four criteria discussed above, the first must, it seems to me, take priority in our attempts to evaluate the effectiveness of career education efforts at the elementary school level. That is, much as parents favor our efforts to increase student understanding of relationships between education and careers, their basic reasons for sending their children to the elementary school are much more directly and immediately related to education than they are to work. Parents, and the general public, want elementary school pupils to learn to read—to perform simple arithmetical operations—to acquire the basic skills of oral and written communication—and to acquire a general understanding of and

appreciation for the world in which we all live. If, in the process, they learn something about careers, parents will be pleased, but that is not basically why pupils are sent to the elementary school. No new idea can succeed in education if it fails to recognize the importance of this basic educational function and the responsibility of that new idea for making some positive contribution toward that goal. The old saying that "the tail cannot wag the dog" is appropriate to remember here. Unless career education can demonstrate that, when applied, pupils in elementary schools increase their levels of academic achievement in the basic skills, it will have trouble justifying itself long enough to be concerned about the remaining criteria.

Thus, it is encouraging to find that, among those few career education programs where conscientious attempts have now been made to engage in some form of "product" evaluation, the use of increases in academic achievement has been applied. It is further encouraging to see that, at least with the few examples now available, the results look more positive than negative.

One example is found in a monograph written by Dr. LeVene Olson of Marshall University (1974). Using elementary school pupils in Lincoln County, West Virginia, Olson found, when pupils who had been exposed to a career education effort were compared with another group who had not been so exposed, the "career education" pupils (Grades 1–6) scored 11% higher in language achievement and 24.5% higher on mathematical achievement than did the control group.

Similiar kinds of results were reported, in capsule form, by Clifton Purcell of the Santa Barbara, California, career education program (1974). He reported that, when the reading ability of second graders from a class emphasizing career education approaches was compared to that of second graders not involved in such an approach, the reading scores on the Cooperative Primary Reading Test were significantly higher, in a statistical sense, in the class using a career education approach in the classroom.

In Dade County (Miami), Florida, a letter from Dr. E. L. Whigham, Superintendent, Dade County Public Schools, to me provided data on results obtained from efforts to use a career education approach to teaching mathematics to 4th, 5th, and 6th graders at the Drew Elementary School. Comparing gain scores gained from data collected in 1973 and 1974, he reported mean gains (in the form of grade equivalents) for the 4th graders at +1.96, for fifth graders as +1.52, and for 6th graders as +1.30. The conversations with Dade County career education personnel made these gains seem even more impressive when they related that, among inner city elementary schools such as the Drew Elementary School, the average mean gain in mathematics achievement for the year was less than .50 when expressed in the form of grade equivalents.

A report on evaluation of career education efforts in Prince George's County, Maryland, showed similarly positive results. (Smith, 1974). There, when elementary school pupils who had been exposed to a career education approach were compared with pupils who had not been so exposed, the career education pupils scored significantly higher on both reading and mathematics scores in Grades 3 and 7 while, in the other elementary school grade where comparisons were made (6th graders), the "career education" pupils scored significantly higher on math but showed no statistically differences when compared with the control pupils on reading.

One study has come to my attention that failed to show any statistically significant differences between elementary school pupils exposed to a career education approach when contrasted with pupils who were not so exposed. This was reported in a Minnesota study (Smith, Brandon, 1974). When results from this study are studied, it can be seen that the career education "treatment" consisted of somewhere between one and two hours per week. This is far from what the concept of career education calls for.

These are all the results, related to the first criterion, that so far have been reported to USOE's Office of Career Education for elementary school pupils. It is, of course, negative and discouraging to see so few results available. On the other hand, it is positive and encouraging to see that, at least to date, the results do appear to support the rationale utilized in the formulation of the career education concept.

The future of evaluation of career education in elementary schools

On August 21, 1974, President Ford signed into law the Education Amendments of 1974—P.L. 93-380. Section 406, Title IV, is entitled "Career Education." The

Congress, in its wisdom, chose to make this first piece of congressional legislation for career education, a *demonstration* act rather than a *program implementation* act. Thousands of school systems across the land feel that they have already demonstrated the viability and acceptance of career education in their communities. Many seem to feel the Congress erred in not providing the hundreds of millions of dollars required for implementing comprehensive career education programs throughout our nation. Personally, I understand and identify with the desire and commitment being expressed by such practitioners. At the same time, when I face the hard question of evaluation, it seems to me that the Congress acted wisely by asking that we demonstrate the effectiveness of career education prior to requesting large sums of money for its programmatic implementation. It should be obvious, from what has been said here so far, that we have yet to do so on a comprehensive and obviously clearcut scale.

The truth is, the so-called "demonstration" projects in career education funded from 1971–1974 were much more demonstrations of the struggle to develop and attain consensus on the career education concept than they were actual demonstrations of the effectiveness of that concept when applied in educational settings. Only now have we reached a point in time when the concept is sufficiently understood and a sufficient degree of consensus has been reached so that we are in a position to really test the viability of the concept through evaluation of results of demonstration efforts. In saying this, I have no intention of being either critical or lacking in appreciation of these earlier efforts. On the contrary, it seems to me miraculous that they were able to advance the concept so far in so short a time. They deserve credit from all of us, not criticism from any of us.

Now, however, we must turn our most serious attention to problems involved in demonstrating and evaluating the effectiveness of career education. To do so, it seems to me our efforts must be directed simultaneously in three basic directions. First, it will be essential that demonstration projects make clear the full career education concept, including its rationale, basic nature, and implementation strategies, that they are attempting to demonstrate. We can never really say how good career education is until and unless we are willing and able to define in specific programmatic terms what we mean when we say we are exerting a career education effort. We have now reached a point in time when we should be able to do this.

Second, we must devote serious and concentrated attention to the problem of constructing and validating assessment instruments and devices appropriate for use in the evaluation of career education. Much remains to be done before we will be able to say we have adequate devices available for measuring growth in such phases of career development as "career awareness," "career exploration," "career motivation," "career decision making," and "career maturity." With all of our rhetoric about the nature and importance of work values, we still have far to go before we will be able to say we have reliable and valid instruments available for measuring the existence of such values—or the ways in which they change. Most instruments used, to date, in evaluation of the career development goals of career education are ones that were originally intended for other purposes. This is a serious problem.

Third, it seems to me we must all support and encourage efforts of the Education and Work Task Force of the National Institute of Education, as well as efforts of university researchers and those in other parts of society, to hasten the types of basic research whose results will be essential to the long run future of career education. I am speaking here about such matters as studying the basic nature of sex stereotyping in occupational decision making, the viability of work experience as a supplement to classroom instruction, the use of performance evaluation, and various approaches being used for expanding educational opportunities for all persons. These, and many other segments of the career education concept are still based much more on philosophical belief than on hard evidence. One can reach the outer limits of utility for words alone in a very short while.

Concluding statement

This article has attempted to take a positive, rather than a negative, approach to current problems facing our attempts to evaluate career education at the elementary school level. While I have tried to acknowledge that we still have a very long way to go, I hope I have also communicated my feeling that career education has come a very long way in the last four years. We have moved from the

"idea" to the "concept" stage. We have been able to maintain and expand the enthusiasm and support for career education essential for its continuance. We have attained a degree of consensus among career education leaders that allow us to talk about the topic in rather definitive terms. We have been able to identify at least some of the criteria appropriate for use in evaluating career education. In the few instances where the basic criterion of career education's effectiveness in increasing pupil achievement have been applied, we have found generally positive results.

At this point in time, I find myself feeling proud of career education's past achievements, more confident than ever of the need for career education, and eager to get on with the task of evaluation. I hope that you can share some of these feelings with me.

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Career Education and the Teaching/Learning Process

INTRODUCTION

Almost from its inception, career education has been pictured as a collaborative effort involving the formal educational system, the home and family structure, and the business-labor-industry-professional-government community. As it has been conceptualized, important roles and functions have been suggested for personnel from each of these three segments of society. Repeatedly, we have emphasized that, unlike earlier moves toward educational reform, career education is not something that school personnel can do by themselves. Within our system of formal education, we have suggested that all educational personnel need to be active participants if career education is to be effective. We have stressed, as strongly as possible, our belief that career education does not represent a function to be assigned to a single individual in the school nor relegated to any particular part of the curriculum.

Career education's cry for collaboration has camouflaged the crucial importance of the classroom teacher to the success of career education. Equally important, it has tended to also camouflage the many and varied implications for change in the teaching/learning process called for by career education. Of all those we ask to become involved in career education, the greatest potential for effectiveness and the greatest challenges for change lie in the teaching/learning process. It is my purpose here to attempt to both defend and explain this contention.

Both the need for and the current status of career education have been discussed repeatedly in the references found at the end of this paper. Both of these topics are, therefore, purposely ignored here. Instead, I would like here to specify the major kinds of changes called for in the teaching/learning process and the key importance of the classroom teacher in effecting such changes. To do so, four topics must each be briefly discussed: (1) The rationale for career

education in the classroom; (2) The use of career implications of subject matter as motivational devices; (3) Implications of expanding the parameters of the teaching/learning process; and (4) Implications of career education for the philosophy of teaching.

Before proceeding, two points must be made clear. First, there are many in career education who do not agree with my contention that the classroom teacher is the key person in career education. Second, my thoughts on this topic are still evolving and I will welcome your criticisms and suggestions. Having made these two admissions, let us proceed.

A rationale for greater education in the classroom

Career education seeks to make education, as preparation for work, a major goal of all who teach and of all who learn. To attain this goal, career education has formulated two broad objectives:

(1) to increase relationships between education and work and the ability of individuals to understand and capitalize on these relationships; and (2) to increase the personal meaning and meaningfulness of work in the total lifestyle of each individual. Both of these objectives deserve brief discussion.

Relationships between education and work are, as we all know, becoming closer and closer as we move into the post-industrial-service-information-technological society of today and the foreseeable future. Demand for unskilled labor continues to decline. Demand for persons with specific learned occupational skills continues to increase. The American system of formal education must accept increasing responsibility both for providing individuals with general career skills required for adaptability in our rapidly changing society and with specific career skills that can be utilized in making the transition from school to the world of paid employment. Our students will be unable to take full advantage of these relationships between education and work until and unless they know about them. They will not learn about them if teachers continue to ignore the topic. In essence, this is the rationale behind career education's efforts to attain this first objective.

The second objective—i.e., making work a more meaningful part of the individual's total lifestyle—is considerably more basic to career education's call for change within the classroom. A full discussion of this objective would extend far beyond the classroom and the teaching/learning process. Here, only that part of the rationale that pertains to the classroom itself will be discussed.

In career education, the word "work" is not limited to the world of paid employment outside of formal education. On the contrary, "work" is defined as "*conscious effort, other than that whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.*" Thus, in addition to the world of paid employment, this definition covers the unpaid work of the volunteer, the full-time homemaker, and work in which individuals engage in the productive use of their leisure time. For our purposes here, the prime point I want to emphasize is that *it also includes the work of the student and the work of the teacher.* In the conceptualization of career education, every full-time student has a vocation—e.g., a primary work role—namely, the "vocation" of student. Similarly, every teacher has an occupation—e.g., a primary work role in the world of paid employment—namely, the "occupation" of teacher. We begin with an assumption that both teachers and students supposedly come into the classroom to *work.* (The fact that, in many classrooms, one would have difficulty seeing this assumption being applied makes it no less valid as an assumption.)

In the larger society, positive relationships have been established between productivity (output per person hour) and reduction in worker alienation. There is every reason to believe that these same kinds of positive relationships can and do exist for the work of the student *and* for the work of the teacher in the classroom. If worker alienation can be reduced among both students and teachers, educational productivity—i.e., increases in academic achievement—should result. Evidence justifying this reasoning has already been accumulated in career education programs operating in such widely diverse places as Hamlin County, West Virginia; Dade County, Florida; Santa Barbara, California; and Philadelphia, Pennsylvania.

It is no secret that, today, we have many students who are alienated from their work. They don't like to learn in the classrooms they are in. When this happens, we often find teachers who are alienated from *their* work. They don't

enjoy teaching. By applying the general principles used in reducing worker alienation to both students and teachers, it seems reasonable to assume that educational productivity will increase.

Common strategies for reducing worker alienation include such strategies as: (a) increasing the variety of work assignments; (b) increasing autonomy of the individual worker; (c) providing workers with perspective regarding the importance of their work; (d) providing workers with more opportunity for closer personal interaction; (e) providing workers rewards for quality work completed on an "on-time" basis; and (f) encouraging workers to use their own creativity and ingenuity in devising ways of attaining desired outcomes. It should be immediately apparent, to those who have studied the literature of career education, that many of the classroom strategies and methods proposed by career education are directly aimed at reducing worker alienation among both students and among teachers.

In career education, we are trying to get away from the educational "assembly line" that finds persons going to school simply so that they can go on to more schooling. We are trying to free both teachers and students to be as innovative and as creative as we believe they really are. We want both students and teachers to gain personal meaning and meaningfulness from their work. We do so in order that student achievement can be increased.

The use of career implications of subject matter as motivational devices

In my opinion, an "instructor" is one who imparts subject matter to students. On the other hand, a "teacher" is one who, in addition to a concern for imparting subject matter, is also concerned with helping students understand reasons why it is important to learn the subject matter. Career education emphasizes education as preparation for work. In doing so, we have contended that *one* of the reasons students go to school is so they can engage in work after leaving the formal educational system. If teachers can show students how the subject matter relates to work that the student may some day choose to do, we have assumed that students may be motivated to learn more subject matter.

The career implications of subject matter represent a source of educational motivation that should apply to *all* of the students *some* of the time. It may apply to *some* of the students almost all of the time. If "career" is defined as "the totality of work one does in her or his lifetime" and, if "work" includes unpaid activities as well as the world of paid employment, it would seem that career implications exist for every subject. For almost all subjects, career implications exist pertaining to the world of paid employment. In others, the majority of career implications pertain to the work individuals may choose to do in the productive use of leisure time. It is important and appropriate that both kinds of career implications be made clear to students.

Two additional observations are equally important to emphasize here. First, education, as preparation for work, represents only *one among several* basic and fundamental goals of American Education. Thus, the use of career implications of subject matter as a source of educational motivation should be thought of as only one of a variety of ways in which teachers seek to help students find a sense of purpose and purposefulness in learning subject matter. Second, and related to the first, the presence of multiple goals for American Education make it obvious that, when one considers all that is taught in classrooms, large segments are taught for purposes of attaining other worthy goals of American Education and so have no direct career implications whatsoever.

I am always distressed when, in effect, a teacher apologizes to me for not stressing career implications of subject matter while I am observing a class. Sometimes there are none. The worst thing we could do is to attempt to fabricate career implications. All we have ever said to teachers is to try to emphasize career implications, where they exist, as *one* source of educational motivation. We are not trying to take time away from imparting subject matter. Rather, we are simply asking teachers to consider using career implications of subject matter, where appropriate, during that time any person who deserves to be called a "teacher" takes to show students why it is important to learn the subject matter.

Implications of expanding the parameters of the teacher/learning process

Career education exponents have proclaimed widely their belief that students can learn in more ways than from books, in more settings than the formal class-

room, and from more persons than the certified professional teacher. Such pronouncements seem to have startled and upset some teachers. This is most unfortunate. Rather than being, in any way, a threat to the teacher, these pronouncements are intended as ways of expanding the parameters of the teaching/learning process and so to increase the variety of options open to the teacher along with opportunities for the exercise of teacher innovativeness and creativity. No one, so far as I know, is talking about replacing either teachers or classrooms. I think we know better than to try that.

We are saying that it is time we rid ourselves of the false assumption that the best way to ready students for the real world is to lock them up in a classroom and keep them away from that world. We are saying that many learning opportunities exist in the broader community outside of the classroom and that, if we make provisions for our students to learn in that broader community as well as in the classroom, perhaps our students would learn more.

We are saying that there are persons in every community who, instead of going through the "school of hard books," went through the "school of hard knocks" and that some of what they learned may be valuable for some of our students. We are saying that the use of resource persons in the classroom can *supplement* efforts of the professional teacher *who will also be in that classroom.* We are saying that many instructional materials exist on the broader community that can and should be brought into the classroom and used.

Most important, it seems to me we are saying that our prime concern should center around how much students learn—not on where they learn it, how they learn it, or from whom they learn it. The teacher who uses expansion of student opportunities for learning what the teacher is charged with teaching as a prime criterion for planning the total teaching/learning process will almost surely find that more than the teacher, the student, and the book are involved. One of career education's basic tenets is that the days of education isolationism are past. I would hope we could all understand, accept, and act on that fact.

Implications of career education for the philosophy of teaching

Finally, I would like to comment briefly on what seem to me to be implications of career education for the philosophy of teaching. Of all I have said here, this topic is bound to raise the most controversy and the most disagreement. Because it seems so important to me, I feel I must try to communicate some of my thinking on this topic to you.

First, I believe career education urges the teacher to emphasize accomplishment—productivity—outcomes for all students. Factors making for productivity have been known for years. They are, in general, referred to as good work habits. They include encouraging each student to try, to do the best she or he can, to finish assignments, to cooperate with others, and to come to the work setting (the classroom) on time. I am one who believes the time has come to reemphasize the practice of good work habits in the classroom and to reward those students who learn and practice them. If, beginning in the early elementary school, all students could be encouraged to learn and practice good work habits, I firmly believe that fewer complaints would be heard from employers who hire these students after they leave us. I also believe that the practice of good work habits would enhance educational achievement. I think they should be taught consciously, conscientiously, and proudly.

Second, I believe every student has a right to know why it is important to learn that which the teacher tries to teach. If career implications of such subject matter are not present or not valued, then I believe the teacher has a responsibility for providing other reasons for learning to students. In short, I firmly believe that the purpose of education must extend beyond education itself—that education must be preparation for *something*—for one or more of the life roles the student will play as an adult.

Third, I believe that the teaching/learning process would be more effective if we emphasized *success*, rather than *failure*, to our students. That is, I believe that we have spent far too much time urging our students to do *better* without giving them sufficient credit for what they have already *done*. We have all seen little children beginning school as active learners and completely "turned off" from all attempts to learn prior to reaching the fourth grade. I have a sincere feeling that, in part, this must be caused for many students by teachers who tell them how they failed, what they did wrong, and how other students did better.

Career education seeks to help every student understand that he or she *is* someone because they have *done* something. The fact that other students have done more or better, while not unimportant, is irrelevant to the fact that this student has accomplished—has worked. I think students would work harder in the future if we give them credit for the work they have already done.

Finally, I believe that every teacher should be interested in and express interest in career aspirations of students. Years ago, we used to say that "every teacher is a counselor." That phrase tended to disappear from popularity when NDEA brought a rapid increase in professional counselors into our schools. I think it is time that phrase be revived. I think teachers should be concerned about and involved in helping students answer the question "Why should *I* work?" This, of course, is a matter of work values and these will be highly influenced by the culture of the home and family structure of the student.

That is why I believe teachers should make conscious efforts to relate more closely and more often with members of the student's family. Problems of both race and sex stereotyping are currently preventing many minority students and many females from considering, let alone choosing, from among the broad range of career options that should be made available to them. Many of these stereotypes are reinforced in the textbooks teachers use in the classroom. If teachers do not take an active interest in solving this problem, I do not believe it will ever be solved.

CONCLUDING REMARKS

The emphasis here has, hopefully, been limited to the topic of career education and the teaching/learning process. By so limiting my remarks, I have failed to consider a variety of other topics that I know are of interest to members of ASCD—including such matters as the year-round school, the open-entry open-exit educational system, performance evaluation dangers of the Carnegie unit, the elimination of tracking in the senior high school, or implications that USOE's 15 occupational clusters hold for curriculum change.

Instead, I have chosen to concentrate on the teacher, the student, and the teaching/learning process. I did so because, in my opinion, unless career education is understood and implemented by classroom teachers, anything else we do in the name of career education will matter very little.

OTHER USOE PAPERS ON CAREER EDUCATION

1. An Introduction to Career Education: An Official Policy Statement of the United States Office of Education.
2. Career Education: A Crusade for Change.
3. Career Education and Teacher Education.
4. The Linkage of Education with the World of Work and Career Development.
5. Career Education: Challenges for Counselors.
6. Career Education and the Handicapped Person.
7. Career Education for Minority and Low-Income Students.
8. Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences.
9. Career Guidance, Career Education, and Vocational Education.
10. Business Office Occupations and Distributive Education: Keys to Career Education.

Career Education for Minority and Low-Income Students

INTRODUCTION

Career education, for minority and low-income persons, has, to date, been generally a matter of over-promise and under-delivery. The expertise assembled here will hopefully be dedicated to correcting this situation, not to denying its validity through the splendid examples of practice to be presented. Such examples will be better viewed as pointing the way toward progress than in denying the truth of this accusation. If this happens, we should be able to devise a "career education game plan" that will be superior to any particular example presented here. Let this be our goal.

To build positively demands that we be willing to look realistically at both promises and at problems in three categories: (1) conceptual assumptions of career education; (2) process assumptions of career development; and (3) pro-

grammatic assumptions of career education. By devoting this presentation primarily to a discussion of these assumptions, the resources to be discussed during the remainder of the conference should assume greater relevance.

To discuss each major kind of assumption fully and completely would require a very large book. Here, only a brief outline of each can be presented. I apologize here to those who are sure to accuse me of painting too bleak a picture. Having apologized, I want to move ahead. That is, in my opinion, if I present a problem that has no basis in reality, you can readily dismiss it. I simply ask that we face those that cannot be dismissed.

CONCEPTUAL ASSUMPTIONS OF CAREER EDUCATION

Two basic conceptual assumptions of career education constitute serious operational challenges when we seek to meet the needs of minority and low-income students. One of these assumptions is that career education is for all persons. The second is that career education is humanistically oriented. Both assumptions require brief discussion here.

From the outset, we have pictured career education as an emphasis for all persons, at all educational levels, in all settings in our society. We have said that career education should be available to very young children and to adults in the retirement years—to males and to females—to the physically and mentally handicapped and to gifted and talented persons—to high school dropouts and to college graduates—to the rich and to the poor. We have said that ALL persons need to know, understand, and act on the increasingly close relationships between education and work that exist in our society at the present time. The assumption, in my opinion, is sound and must be preserved.

This audience need not be reminded that without unequal resources, equality of opportunity is virtually impossible for those who must start out behind. In a democratic society, "poor" is a relative concept. It is inevitable in that some members of society will have more than others. Thus, in a relative sense, the presence of poor people does not seem evil. What is evil is the assumption that, in generation after generation, lower income persons must always be expected to come from the same families. To make any concept, such as career education, equally available to all is to guarantee that this situation will be perpetuated.

Our philosophy is dedicated to destruction of the cycle of poverty. Possibilities for doing so will be discussed shortly.

The second conceptual promise of career education, for minority and low-income persons, is that it is humanistically oriented. I recognize how strange this statement must sound. If I didn't think I could defend it, I would not have said it.

I have tried to conceptualize career education around a four letter word called "work". In doing so, I have defined work as follows:

> "Work is conscious effort, other than activities whose prime purpose is coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others."

This definition obviously includes unpaid work as well as paid employment. Its emphasis on "conscious choice" distinguishes "work" from "labor" that is forced on the person or performed involuntarily. Its emphasis on "producing" refers to the human need of all human beings to *do*—to *accomplish*—to *achieve* something that will allow the individual to *be* someone. Its emphasis on "benefits" illustrates the need we all have to know that somebody needs me for something—that it does make a difference that I exist. Former President Lyndon B. Johnson expressed this need well in a speech when he said "to hunger for use and to go unused is the greatest hunger of all". Career education is dedicated to relieving all persons from that hunger. That is why I say it is humanistically oriented.

It is obvious that career education speaks to what Maslow described as the higher order need for self-actualization. It is equally obvious that, if one follows Maslow, meeting this need is dependent on meeting the more basic needs of survival, security, love, and belonging. We have translated our humanistic orientation for career education into goals that say we seek to make work possible, meaningful, and satisfying for each individual. In so doing, we, too, have obviously used an ordering of needs approach. That is, work cannot be "meaningful" until it is first "possible". It cannot be "satisfying" unless it is first "meaningful".

For several years, youth unemployment has been approximately three times as great as adult unemployment. Further, unemployment among minority youth

has been approximately double than for white youth. Further, unemployment rates for females have been higher than for males. The sickening stability of the statistics takes on added means in times when general adult unemployment rates are rising. With unemployment rates in the inner city higher than for the country as a whole, the employment prospects facing minority, low-income youth from inner city environments seem bleak indeed. I have often observed that youth with nothing to do seldom do nothing. It is probably an understatement to say that we face an explosive situation.

The goals of career education can never be met for minority and low-income persons unless major and decisive action is first taken to attack and solve the youth unemployment problem. Survival and security needs, related to work, must take initial precedence over meeting higher order self-actualization needs. It seems both unwise and unproductive to emphasize the personal meaningfulness of volunteer, unpaid work to minority and low-income persons prior to meeting their needs for paid employment. They already know what it's like not to be paid. Unless there is paid employment available at the time students leave school, career education, for minority and low-income youth, is a cop-out.

At the same time, if career education were to content itself only with making work *possible* for minority and low-income youth, the goals of career education would obviously not have been met. We would run the great risk of assigning minority and low-income youth to a life of labor while reserving the personal meaningfulness of work for the more affluent. This simply must not be allowed to happen.

PROCESS ASSUMPTIONS OF CAREER EDUCATION

As a process, career education follows the model of career development. This model envisions a sequence involving, in a progressive manner, (a) career awareness; (b) career exploration; (c) career motivation; (d) career decision-making; (e) career preparation; (f) career entry; and (g) career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process. Only brief mention of such problems can be made here.

Career awareness aims to acquaint the individual with a broad view of the nature of the world of work—including both unpaid work and the world of paid employment. That world cannot, for most inner-city youth, be seen in its entirety in their immediate neighborhood. More basic, that world is not known clearly to many of their teachers and counselors not to their parents. Problems here are pervasive in most inner-city elementary schools.

Career exploration seeks to help individuals consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry. To be effective, career exploration must be more than a vicarious experience. Reading about work is like reading about sex—i.e., it may very well be stimulating but it is seldom satisfying. If minority and low-income youth are to leave their neighborhoods to explore the world of work first-hand, it is vital that they see some persons in that world who are products of low-income inner city neighborhoods. If this cannot be accomplished, career exploration may be more self-defeating than productive for such youth.

Career motivation concerns itself with work values and centers around helping the individual answer the question "Why should *I* work?" If persons from a very low-income family are asked whether they value "making money" or "helping people" more, it should not be surprising if they choose economic over altruistic values. The danger, of course, is in assuming that the individual has no altruistic work values. Money, as a sole motivational base, prevents one from developing long-term self-sustaining motivational patterns. Unless minority and low-income youth can be given such a broader motivational base, they cannot be expected to persevere toward full career development.

One of Shelly's poems contains these lines: "Patience and perserverance made a Bishop of His Reverence." Unless motivation can be diverse enough to produce perserverance, minority and low-income youth will find it difficult to afford the luxury of patience.

Career decision making seeks to help the individual answer three questions: (a) what is important to me; (b) what is possible for me; and (c) what is probable for me? We have been more successful in demonstrating probable failure than possible success. Career decision making, for minority and low-income youth, cannot be based simply on increasing self-understanding and understandings of occupational opportunities. Unless it is accompanied by understandings of how to

take advantage of such opportunities, it is likely to be more frustrating than helpful in its results.

Decision making is preceded by indecision. It isn't terribly serious to remain occupationally undecided if your father owns the factory. However, for the minority and low-income youth who have immediate economic needs, occupational indecision is a very serious matter indeed. Unless high quality career decision-making assistance is available, pressures of time will continue to force many such youth to settle for lower levels of occupational aspiration than they should.

Part of career decision making leads to occupational preparation programs. Problems of minority and low-income youth are particularly serious in this area of career development. It is obvious that long-run problems of minorities are dependent, in part, on more minority persons assuming community leadership roles—and that such roles are, at present, largely being taken by college graduates. Thus, there is an absolute necessity for encouraging more minority and low-income persons to attend college. If career education goals are to be met, college attendance will be seen as preparation for work—not simply for a degree. Too many such youth seem still to be regarding the college degree as an end in itself rather than as a means to an end.

While recognizing and emphasizing the great need for more minority persons to become college graduates, it would be both tragic and unfair to fail to emphasize post high school occupational preparation programs at less than the baccalaureate level. There can be no freedom if the full range of possible vocational preparation choices is not made available for choice. Career education cannot ignore or play down opportunities in vocational education for minority and low-income persons simply because more such persons should be going to college. Instead, the widest possible range of education opportunities must be made freely available for choice on the part of all minority and low-income youth—along with the financial aid necessary for implementing whatever choices such individuals make.

Finally, the continuing problems minority and low-income youth face in career entry and progression must be recognized. In recent years, a relatively great deal of attention has been focused on helping such youth solve problems of career entry. Problems of career progression and advancement are equally important. If career education does not assume an active role in working with others to solve such problems, it will not have been beneficial, to the extent it has promised to be, for minority and low-income youth.

PROGRAMMATIC ASSUMPTIONS OF CAREER EDUCATION

Finally, I would like to comment briefly on three programmatic assumptions of career education that are currently acting as operational deterrents to effective career education for minority and low-income persons. These are: (a) the assumption that career education is a collaborative effort; (b) the assumption that the classroom teacher is key to the success of career education; and (c) the assumption that career education is inexpensive.

From the beginning, career education has been pictured as a collaborative effort involving the formal educational system, the home and family, and the business-labor-industry-professional-government community. The strength of a given community's career education effort is dependent on the strength of each of these three collaborative forces.

Given this view, problems for minority and low-income students become immediately apparent. The inner city school, when compared with its counterparts in the suburbs, is often seen as poor as its student body. Career education depends greatly on parents to teach positive work values, good work habits, and to assist youth in career decision making. Adults living in the homes of many minority and low-income youth are, at present, not well prepared to accept such responsibilities. Career education counts heavily on the business-labor-industry-professional-government community to provide observational, work experience, and work-study opportunities for students. Further, it depends on the willingness and availability of members of that community to serve as resource persons in the classroom. If the business-labor-industry-professional-government community is limited to the immediate neighborhood of the inner city, a lack of both quantity and quality of effort is almost sure to be felt.

All three parts of this collaborative effort—the schools, the home and family structure, and the business-labor-industry-professional-government community

must be strengthened if quality career education is to be provided for minority and low-income youth.

A second programmatic assumption is that the classroom teacher is key to the success of career education. Career education asks the teacher to use the community as a learning laboratory in which students can see career implications of subject matter. It asks that we open up the community to students and teachers for field trips and for "hands-on" experiences. It asks that many persons from the community be brought into the schools to serve as career education resource persons. It asks the teacher to use a project approach to teaching and to emphasize a "success approach", based on individualization of instruction, to the teaching-learning process. The many inner-city teachers who, day after day, find crowded classrooms, danger on the streets, and pupils who can't read find it difficult to become enthusiastic about the pleas and visions of career education. The problems of many are compounded by their own lack of experience in or contact with the world of work outside of formal education.

The third programmatic assumption of career education is that it is inexpensive. This assumption is based, in part, on the fact that career education asks neither for new buildings nor for large increases in staff. It seeks to be infused into all subjects rather than being added on as yet another part of the curriculum. In part, this assumption rests on a belief that, if youth are prepared for work and willing to work, they will find work that is satisfying to themselves and beneficial to society.

In the case of minority and low-income youth, this entire assumption appears to be erroneous. It is going to cost sizeable sums of money to give inner-city teachers the kind of inservice education they will need to work in career education. Parent education programs for career education in the inner-city will require speial staff and so cost money. Similarly, field trips and work experience sites for minority and low-income youth cannot be limited to the inner city itself, but must extend out a considerable distance. This, too, will require staff and equipment and so cost money.

Career development programs, for minority and inner-city youth, must, if they are to be effective, be both heavily staffed and equipped with a wide variety of career exploration and decision-making equipment. All of this will be expensive. Finally, the largest costs will be those connected with guaranteeing access to post high school educational programs and to real, bona fide employment for minority and inner city youth. Unless both are purchased, neither will be available and career education will have been yet another hoax society has played on such youth.

CONCLUDING REMARKS

In raising these problems career education faces in meeting needs of minority and low-income youth, I, in no way, intend to imply that I know immediate and effective solutions that can now be applied in solving them. At the same time, I find myself full of several beliefs regarding solutions to these problems. I would be less than honest here if I failed to state their general nature.

First, I am convinced that, of all the things needed, money must surely beat, by a very wide margin, whatever is in second place. Even more important, we need other branches of government—the U.S. Department of Labor, the Department of Commerce, the Department of Defense—and many others to join forces in emphasizing and implementing relationships between education and work in our society. We need the business-labor-industry-professional community to recognize that they, too, have a stake in attaining the goals of career education. Finally, it seems to me that, in spite of our past failures to do so, we need to encourage the churches of the nation to become involved in career education. They have a key role to play in problems involving value decisions and personal judgments.

Second, I am convinced that, in spite of the problems I have specified here, career education can be a reality for minority and for inner city youth. Many examples exist throughout the United States where effective actions are already being taken. The conference program here is filled with some of the better examples. Many others exist who could not be brought here. In no way are the problems of providing effective career education for minority and inner city youth incapable of solution. We need to build on the many good examples that now exist and go forward together.

Third, I am convinced that career education holds great promise for meeting major current needs of minority and inner city youth. If, as a nation, we com-

mitted ourselves to career education for such youth, it would pay big dividends both in terms of bringing personal meaning and meaningfulness to their lives and in terms of bringing great benefits to the larger society. Career education is a winner. We should not abandon its implementation simply because formidable problems need to be solved. The best way to begin is to begin. And I think we should.

Finally, I am convinced that, in the absence of a sound and comprehensive career education effort, problems of minority and inner city youth will surely become more complex for them and more difficult for society in the years ahead. We cannot continue to do what we have done in the past. Career education offers a positive, action program for change it seems to me to be worth trying.

Career Education and the Handicapped Person

INTRODUCTION

Career Education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-labor-industry-professional community, and the general public. Special segments of the population, including the economically disadvantaged, minorities, the handicapped, and gifted persons have also expressed deep disatisfaction with both the appropriateness and the adequacy of educational opportunities that are made available to them. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career Education is properly viewed as *one* of several possible responses that could be given to this call.

Career Education seeks to respond to this call for change through making education as preparation for work both a prominent and an permanent goal of our entire educational system. To accomplish this goal, career education seeks first to unite all segments of the formal educational system in this common effort. To this, we seek to add the collaborative efforts of both the business-labor-industry-professional community and the home and family structure in ways that enhance attainment of this goal for all persons through a broad range of community services and activities.

From the beginning, career education advocates have proclaimed that they seek to serve *all* persons of all ages in all kinds of educational settings. In practice, we have seen career education programs primarily limited to elementary and secondary school youth enrolled in regular public school programs. This situation cannot continue if the promises of career education are to be attained. In this article, the problem will be illustrated through considering implications of career education for handicapped persons.

BASIC DEFINITIONS ESSENTIAL FOR UNDERSTANDING CAREER EDUCATION

Six basic words must be redefined in order to understand the concept of career education itself. These six words are: (1) "work"; (2) "career"; (3) "vocation"; (4) "occupation"; (5) "leisure"; and (6) "education".

"Work" is conscious effort aimed at producing benefits for oneself and/or for oneself and others.—As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represent the basic need of all human beings to achieve—to accomplish—to *do* something productive that allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right—not as a societal obligation.

"Career" is the totality of work one does in his or her lifetime.—Thus, any person can have only one career. That career typically begins prior to entering formal schooling and continues well into the retirement years.

"Vocation" is one's primary work role at any given point in time.—Vocations include paid employment, but they also extend to unpaid work roles. For example, we can speak of the "vocation" of the student, the full-time volunteer worker, or the full-time homemaker just as easily as we can speak about the "vocation" of the plumber, the physician or the engineer.

"Occupation" is one's primary work role in the world of paid employment.—Economic returns are always considered among the work values of persons engaged in occupations although these might not be considered at all by persons in

certain vocations. The occupations of many persons will be synonomous with their vocations. One can never have an occupation without having a vocation although, of course, one can have a "vocation" without being engaged in an "occupation".

"Leisure" consists of activities, other than sleeping, in which one engages when not performing in his or her vocation.—Thus, "leisure" holds possibilities for both "work" and for "play".

"Education" consists of all those activities and experiences through which one *learns.*—As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling".

All that follows is based on an assumption that these six basic words are understood and their meanings agreed upon. Those who disagree with one or more of these definitions will necessarily find themselves disagreeing with much of the remainder of this presentation.

With the way in which these six terms are defined, "career education's" definition, in a generic sense, becomes simple and straightforward. *Career Education consists of all those activities and experiences through which one learns about work.* As such, it makes no restrictions in meaning whether one speaks about work of the homemaker, the musician, the lawyer, or the bricklayer. Some work will require advanced college degrees while other work may include no formal schooling of any kind. Some work will be in the form of primary work roles, paid or unpaid, while other work will be carried out as part of one's leisure time. To the extent that work is judged "successful", it does typically—and, in these times, increasingly—require some learned set of vocational skills.

FURTHER CONSIDERATION OF THE MEANING OF WORK

The preceding definition of "career education" brings us back to further consideration of the meaning and implications of the four letter word "work". Work, as used here, is a concept available only to human beings in that it is restricted to conscious effort—to something that the individual thinks about and chooses to do. It is this quality of conscious choice that most clearly distinguishes the word "work" from the word "labor". That is, "labor", like "work", may very well result in production of benefits, but it does not carry with it the connotation of something that the individual consciously chooses to do. Instead, "labor" is more accurately regarded as forced, involuntary effort that lacks personal meaningfulness and significance for those who perform it.

Why do people work? Answers given to this question can be grouped into three broad classifications of reasons—economic, sociological, and psychological. Work, in the world of paid employment, always includes economic reasons and, if maximally meaningful to the individual, carries sociological and psychological reasons as well. Economic reasons, of course, center around the needs most of us have to accumulate income so that we can purchase goods, products, or services produced through the work of others. Sociological reasons center around recognition that one's work contributes to the goals of our society in a positive way—that what one does has benefit for one's fellow human beings. Psychological reasons center around personal recognition of one's accomplishments—around the feeling of being *someone* through being able to say that one has accomplished *something*.

While most persons experience economic reasons for working and many, although not all, can readily observe the sociological significance of the work that they do, the single reason for working that can be said to apply to all persons is that which centers around the psychological dimension. Former President Lyndon Johnson perhaps expressed this need for work as clearly as anyone when, in a speech, he said, "To hunger for use and to go unused is the greatest hunger of all." He was, of course, referring to the human need of all human beings to feel that someone needs them for something—that it does matter to someone that they exist—that, because they are alive, the world is, in some way and to some degree, better off.

The concerns and scope of career education extend to all three of these basic reasons for working. It is this breadth of concern that enables career education to say that it is concerned with all persons of all ages in all settings from all levels of educational background. The basic premise of career education is that the need to work is a basic human need for all human beings. That is why we refer to work as a "human right" rather than as a "societal obligation".

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CAREER EDUCATION AND HANDICAPPED PERSONS

In a recent paper, C. Samuel Barone, USOE Bureau of Education for the Handicapped, presented the following predictions regarding the approximately 2.5 million handicapped youth who will leave our school systems in the next four years:

525,000—21%—will be either fully employed or enrolled in college.
1,000,000—40%—will be *underemployed* and at the poverty level.
200,000—8%—will be in their home community and idle much of the time.
650,000—26%—will be unemployed and on welfare.
75,000—3%—will be totally dependent and institutionalized.

Predictions, such as these, raise very grave concerns for those dedicated to the career education movement. The prediction that one million of these handicapped youth will be *underemployed* is a very serious matter indeed. The concept of underemployment is one that pictures a person as possessing greater degrees of productive capability than the tasks he or she is asked to perform routinely require. Underemployment leads to boredom on the job and is seen by many as a major contributor to worker alienation in our society at the present time. To predict that this will be the fate of 2 out of every 5 handicapped youth leaving our school system in the next four years can only be regarded as a serious indictment of our educational system and of the larger society.

We have, for far too long, seemed to act as though a handicapped person should be both pleased with and grateful for any kind of work society provides. Unlike other persons, we seem to assume that, if a person is handicapped, boredom on a job is impossible. Worse, much of society has seemed to assume that, while most persons should seek work compatible with their interest and aptitudes, such considerations are not necessary when seeking to find employment for handicapped persons. If *any* job in the world of paid employment can be found for the handicapped person, we seem far too often to be personally relieved and surprised when the handicapped person is anything less than effusively grateful.

Similarly, we seem to assume that those handicapped persons who are not employed in the world of paid employment are not and cannot be working. This is, in the philosophy of career education, both false and wrong. We know that, for example, the fact that a person is unemployed and on welfare certainly does not mean, for many such persons, that they do not work. There is a very great deal of work being carried out in many welfare homes, the results of which are readily apparent to any who visit in such homes. Yet, because persons on welfare are not engaged in the world of paid employment, society seems to assume that they are not working. Even more tragic, some seem to assume that people on welfare do not want to work. If the human need to work pictured here has any validity at all, it certainly applies to persons on welfare just as to all other persons.

The 200,000 youth who are predicted to be in their home community and idle much of the time can certainly not be written off as persons with no interest in working or no personal needs to work. Something should be provided for such persons, whether it be paid or unpaid work. The field of the handicapped has, for years, been promoting the concept of the sheltered workshop for those who are unable to compete effectively in the world of paid employment. The prime rationale for the sheltered workshop must surely lie in recognition of the human need for work that is being discussed here. If this concept is valid for those in sheltered workshops, it is certainly also valid for those who are not.

Career education seeks to make work possible, meaningful, and satisfying for *all* individuals. To do so for handicapped persons demands, first of all, that we regard their right to choose from among the widest possible set of opportunities equally as important as for any other individual. We seem too often to be satisfied when we have found *something* that a handicapped person can do. We should be dissatisfied until and unless we have explored, to the fullest possible extent, the total array of work that might be possible for a given handicapped person. To stop prior to reaching this point is being less than fair to the handicapped person and to the larger society.

One further basic principle of the career education movement would seem to have some relevance for handicapped persons. This is the principle that holds that we should seek to emphasize the individual's sucesses, not his or her failures. In career education, a conscientious attempt is made to emphasize accomplishments—attainments—achievements—*doing*. This can best be carried out by refus-

ing to emphasize failures and shortcomings. It would seem that this principle holds some positive potential for working with handicapped persons who, far too often, are made well aware of their limitations and, in the process, effectively limited in discovering their talents. We have, it would seem, been sometimes too much concerned about helping the handicapped realize and appreciate how much society is doing *for* them. In so doing, we run the risk of de-emphasizing, for many handicapped persons, how much each can do for himself or herself.

CONCLUDING REMARKS

Handicapped persons are as deserving of whatever benefits career education has to offer as are any other individuals. To date, not many career education programs have made the kinds of special efforts necessary in order to make career education a reality for handicapped persons. It is hoped that these remarks may stimulate both those in career education and those working in the field of the handicapped to work together in order to correct this lack of attention. The need to work *is* a human need of all human beings. Handicapped persons *are* human beings.

CAREER EDUCATION: CHALLENGES FOR COUNSELORS

INTRODUCTION

The counselor is a key person in the career education concept. Thus, the future of career education will obviously be affected by the counseling and guidance movement. The degree to which counseling and guidance will be affected by career education is neither clear or obvious. It is the purpose of this paper to provide one view of possible challenges for counselor change posed by career education. It will, of course, be up to each counselors to decide whether to accept or reject these challenges. I pose them here because, in my opinion, they can no longer be ignored.

As background for this contention, I refer to two facts that became clear during the Summer of 1974 when I conducted 20 "mini-conferences" for leading career education practitioners from school districts throughout the United States. Each "mini-conference" consisted of from 10 to 15 persons nominated by their state coordinator of career education as representing the best K–12 career education programs in their state. In all, approximately 275 persons attended these mini-conferences. Two facts pertinent to this discussion became apparent. One was that, of persons nominated to attend these conferences, more came from a guidance background than from any other single professional specialty in Education. The second was that, when conference participants were asked to name factors currently acting to impede career education in the senior high school, counselors were among the most frequently mentioned "roadblocks" named. Both facts have implications that form the basis for the challenges I want to present here. The fact that they may appear to be contradictory simply adds to the challenge.

Before proceeding, let me state my own personal biases as clearly and as forcefully as possible. I believe career education is a vehicle that can be used to greatly strengthen the status of counselors, the effectiveness with which counselors function, and the personal satisfactions that can accrue to practicing school counselors throughout the nation.

As I have worked in career education, various positive potentials for change in counselor role and function have become more and more obvious to me. By relating them here, I hope to present a basis each counselor can use for deciding whether or not to become involved in career education.

THE SIGNIFICANCE OF "WORK" IN CAREER EDUCATION: IMPLICATIONS FOR CHANGE IN COUNSELOR ROLE AND FUNCTION

The concept of work is, in my opinion, central to conceptualization of the entire career education movement. This concept holds several key implications for change in counselor role and function. I am well aware of the negative connotations the word "work" holds for many counselors as well as for many others in our society at the present time. Thus, my first task must be one of presenting a definition of "work" that hopefully will foster more positive attitudes.

Thanks to my many critics, I have frequently revised the specific definition of work that I want to use in career education. My current definition is:

"WORK is conscious effort, other than activities whose primary purpose is related to either coping or relaxation, aimed at producing socially acceptable benefits for oneself and/or for oneself and others."

The key words in that definition are:

"Conscious"—which means that it is chosen by the individual, not forced on him or her involuntarily (as "labor" is)

"Effort"—which means that some necessary degree of difficulty is involved

"Produce"—which means that some clear outcome is sought as a result of the effort being expended

"Socially acceptable benefits"—which means that the outcome is one aimed at helping, rather than hurting, those who receive the results of the effort being expended

Several basic concepts are implied in this definition. First, this definition of "work" is not limited to the world of paid employment. On the contrary, it obviously includes work done as part of one's leisure time, the work of the volunteer, the full-time homemaker, and the student. Second, this definition of "work" allows for economic, sociological, and psychological reasons for working to exist singly or in some combination. Third, while in no way denying economic reasons for working, this definition extends beyond such reasons to include the basic human need of all human beings to accomplish—to do—to achieve something. To feel that someone needs him or her for something. To know that, because he or she lives, the works is, in some way and to some degree, benefited.

The concept of "work," implied in this definition, is a very humanistic one indeed. As such, it is applicable to all persons, of all ages, in all settings—both within and outside of the formal educational system. Because the concept extends from the pre-school through the retirement years, it is truly developmental in nature. This leads logically to defining "career" as:

"CAREER is the totality of work one does in his or her lifetime." That, to me, is what the word "career" means in the term "career education." You can see why I must insist that the word "work" is central to the basic meaning of career education. It must also be obvious why I reject a view of career education pictured as being concerned with "all of life".

Several direct implications for change in counselor role and function are immediately apparent to those who recognize the centrality of work in the conceptualization of career education. Perhaps the most obvious is the degree to which the concept of work focus on accomplishment—on performance. The research literature of guidance has, for years, clearly demonstrated that the best prediction of future performance is past performance. Yet, in typical student appraisal programs, we often seem to have overlooked the operational significance of this common research finding. For example, we know the best single predictor of future grades is past grades. Yet, we continue to value various so-called "scholastic aptitude" tests more than we do grades. John Holland has demonstrated that the best predictor of future vocational activities is to ask students about their vocational interests, not measure them with interest inventories. This, too, has had little apparent effect on practices.

One of career education's tenets is that a person is, to a very large degree, a product of his or her past accomplishments and experiences. When we ask an individual "Who are you?" the individual, if responding honestly and completely, tells us primarily about his or her past accomplishments. True, one often begins answering the question by describing his or her characteristics—name, age, physical characteristics, interests, and values. Such descriptions help us differentiate one person from another—i.e., they serve as "identifiers." They do not help us greatly in our attempts to understand the person. We *predict* a person's behavior, to a limited degree, by the way in which we combine data concerning the person's characteristics. We *understand* another person only through behavioral expressions. I submit that the emphasis on accomplishments which the word "work" brings to career education holds great potential for counselor use in better understanding those persons counselors seek to serve.

The generalization I am making is that, in the past, we have put an undue emphasis on *describing* students by their *characteristics* and a relative lack of emphasis on *understanding* students through their *behavioral accomplishments*. Career education holds great potential for helping counselors correct this imbalance.

Further, I submit that an emphasis on accomplishment, if carried out in a positive fashion, holds great potential for increasing meaningful student self-under-

standing. I think we have spent too much time *telling* students they are worthwhile and too little time letting students *discover* their own worth through their successful accomplishments. The key word here, of course, is "success". Our guidance literature is heavily burdened with normative approaches to increasing student self-understanding—with attempting to help students understand themselves through letting them know how they compare with others on some set of norms. The prime approach to self-understanding used in career education is one of helping the student see what he or she has accomplished—not in seeing what he or she failed to accomplish. We emphasize success, not failure.

The generalization I am making is that, in the past, we have put an undue emphasis on normative comparisons and a relative lack of emphasis on demonstrated success in our attempts to increase student self-understanding. Career education challenges all counselors to correct this imbalance.

Finally, I submit that the emphasis on "work" found in career education holds great potential for helping individuals discover a personal meaning and meaningfulness of work in their total life style. Too often, in the past, counselors have spoken to students about "work" only in terms of the world of paid employment. Broader lifestyle implications, when discussed in conjunction with occupational decisions, have too often failed to consider either the desirability or, in many instances, the necessity many individuals have for work during part of their leisure time. This is particularly tragic for those individuals—and there are many—who find their roles in the world of paid employment so dehumanizing that it could not possibly be called "work". Instead, it must surely be regarded as "labor"—as primarily an involuntary set of activities the individual endures in order to gain enough economic benefits so as to find some happiness when away from his or her place of paid employment.

I submit that those who find themselves in such dehumanizing roles in the world of paid employment have no less a human need for work than does any other human being. A discussion of occupational goals devoid of discussion of the meaning and meaningfulness of work in the total lifestyle of the individual finding both their paid jobs and their total lifestyle largely lacking in significant personal meaning. That, I am afraid, is what has happened much too often.

The generalization I am making is that, in the past, we have put an undue emphasis on work only in the world of paid employment and a relative lack of emphasis on work as a positive part of an individual's leisure time. This, then, is a third imbalance that career education challenges counselors to correct.

THE SIGNIFICANCE OF ACTION IN CAREER EDUCATION: IMPLICATIONS FOR CHANGE IN COUNSELOR ROLE AND FUNCTION

Career education is action-centered and experience-oriented. If you have read the career education literature, you must be impressed by the emphasis on such expressions as "hands on", "work experience", "field trips", and "work study". Its emphasis on the project approach and on a general "learning-by-doing" emphasis has reminded many of the philosophy and the recommendations made many years ago by John Dewey. Insofar as this *portion* of career education is concerned, there is justification for the analogy.

This approach seems to have great appeal for the "now" generation of students. Rather than talking about the future in abstract terms, they are experiencing what it would be like if, as adults, they were to engage in various forms of work. Because of the implications such activities hold both for increasing student self-understanding and for decision making, it would seem worthwhile for counselors to consider becoming actively involved in helping students gain such experiences. Perhaps it is time, as one student said to me, for counselors to "spend less time giving me sympathy and more time giving me help".

If counselors were to accept this challenge, they would be spending relatively less time collecting and filing standardized test score data and relatively more time in helping to design and use performance evaluation measures. They would spend less time talking with students about their need for part-time work and relatively more time in helping students find it. They would spend relatively less time helping students gain admission to college and relatively more time helping students decide what they plan to do after they leave college. That is, going to college would not, for most students, be a way of avoiding work but rather a way of preparing oneself for work. It would put a purpose in college attendance that, at present, is largely non-existent for many of our so-called "college bound" students.

I submit that the action orientation of career education calls for more "action-oriented" counselors. I further submit that, if counselors were to change in this direction, they would be perceived by students in a more positive light. In asking counselors to consider this kind of change, I am simply asking that we reflect on Maslow's needs structure and consider its implications for change in counselor behavior. If we think about this carefully, we may discover that we have spent relatively too much time in attempting to meet student self-actualization needs and relatively too little time meeting their prior needs for survival and for security.

THE SIGNIFICANCE OF COLLABORATION IN CAREER EDUCATION: IMPLICATIONS FOR CHANGE IN COUNSELOR ROLE AND FUNCTION

A third basic emphasis in career education is one of collaboration of efforts both within the formal educational system and among that system, the business-labor-industry-professional-government community, and the home and family structure. Much of the rationale and organizational structure of career education is based on this basic principle of collaborative—not merely cooperative—effort. It is an emphasis that places high value on the total amount of help made available to any given individual and a relatively low value on assigning specific persons or organizations "credit" for such help.

This emphasis asks those teachers we call "academic" and those we call "vocational" to join together in making education, *as preparation for work*, both a prominent and a permanent goal of all who teach and of all who learn. It encourages a project approach to teaching that allow several teachers to be involved in a single project. It encourages the use of resource persons from the business-labor-industry-professional-government community in the classroom. It encourages the active involvement of parents in exposing youth to work values, to teaching good work habits, and in assisting youth in career decision making. It urges the classroom teacher to discuss the career implications of subject matter and to help students explore both the nature of various kinds of work and student aptitude for such work as regular classroom activities. In short, the career education movement has proclaimed that career guidance, in its fullest sense, is the proper business and concern of the entire school staff, of the business-labor-industry-professional-government community, and of the home and family. By doing so, career education has denied that career guidance is the exclusive responsibility of the counselor.

Counselors can, of course, choose to react to this emphasis in a variety of ways. Some may very well react negatively by asserting that career guidance is one of the unique roles of the professional counselor. Others may react by pointing to the obvious lack of both skill and understanding in career guidance present on the part of many who work in career education. Still other counselors may, when faced with a career education program, profess to be disinterested in career guidance and busy themselves with other kinds of activities that they consider to more properly fit their role.

I submit that the most appropriate and productive role counselors could play is to enthusiastically endorse and enter into the collaborative efforts of the career education movement. I think counselors should be actively seeking to help teachers discover and infuse career implications of their subject matter into the teaching-learning process. I think counselors should be active participants in establishing and engaging into collaborative relationships with persons from the business-labor-industry-professional-government community. I think counselors should seek to actively involve parents in the career decision making process. In short, I think counselors will gain most if, instead of proclaiming career guidance as their "unique" role, they share their expertise in career guidance with all others involved in the career education program. Counselors will, in my opinion, gain more status and acceptance by sharing their expertise than by "hoarding" it.

This would, of course, demand that counselors give a higher priority to career guidance than many now do. If this happens, I submit that both students and parents will be happier with counselors than many now are. It would demand that counselors spend relatively less time in their offices and relatively more time working directly with teachers. If this happens, I submit that counselors would be better accepted as members of the school staff. It would demand that counselors spend relatively more time outside the school building interacting with both

parents and with members of the business-labor-industry-professional-government community. If this happens, I submit that students will, in the long run, receive more and better career guidance than if the counselor tries to be the primary person helping students in this area. Finally, I submit that the need for elementary school counselors will become clearer to school boards everywhere and that the number of such counselors will increase.

In short, I view career education's call for a collaborative emphasis as one holding high potential for increasing both the acceptability and the effectiveness of the professional counselor. I do not see negative results for the guidance movement if this direction is followed.

CONCLUDING REMARKS

This presentation has been purposely limited to challenges for future change that the career education movement poses for counselors. It seems mandatory to conclude by concentrating briefly on the appropriateness of such a limitation at this time.

To those who would prefer to wait, in discussing counselor role, until we know for sure whether or not the career education movement is going to survive, I say that, by the time that answer is known, it will be too late. I do not know if the career education movement can survive without the active involvement and commitment of the counseling and guidance profession. I do know that, if it survives without that involvement, it will be because it has been forced, by necessity, to find other kinds of personnel to do what we are now asking counselors to do. The long-run implications here are obvious.

To ask those who would try to proclaim that career guidance is part of the unique role and function of the counselors, I say they are living in the past and, professionally, are already dead. The days of educational isolationism are, in my opinion, gone forever. Relationships between education and the larger society become closer each year. We have reached a point when we must abandon the false assumption that the best way to ready students for the real world is to lock them up inside a school building and keep them away from that world. It is to me, not a question of whether or not the counselor must become involved in activities outside the school. Rather, the question is one of the kinds of activities in which the counselor will be involved. In my opinion, career education is the most viable option now available to school counselors.

To those counselors who may be inclined to claim the career education movement as their own, I say they have missed the basic point of collaboration inherent in the career education concept. True, viewed as a *process* consisting of career awareness, exploration, decision making, preparation, entry, and progression, career education and career guidance have much in common. When viewed as as a collaborative *program effort*, they do not. Career development, like vocational education, is properly viewed as one programmatic component of career education. Career education is no more a simple extention of what, in the past, has been known as career development than it is of what has been known as vocational education.

To those who profess no interest in either career guidance or in career education, I say they should study carefully reactions of students, parents, and the general public to recent public opinion polls concerned with both counselors and with career education. In my opinion, these polls are clearly supporting both the career education movement and the counselor's deep involvement in that movement. While, of course, such polls are no suitable substitute for professional decisions made by counselors, it seems to me unwise to ignore them.

The career education movement, and the guidance movement, are both faced with crucial decisions regarding future directions. It seems to me that both have much to gain by joining forces. I hope that it seems that way to some of you.

CAREER EDUCATION, VOCATIONAL EDUCATION, AND OCCUPATIONAL EDUCATION: AN APPROACH TO DEFINING DIFFERENCES

INTRODUCTION

Is "career education" simply a new name for "vocational education"? Should the terms "vocational education" and "occupational education" be considered as synonomous? Apparently, large segments of the general public—and many

professional educators seem to feel that the answer to both questions must be "Yes."

Interestingly enough, during the last three years, there has been considerable effort expended proclaiming that the terms "Career education" and "vocational education" are not synonomous while, at the same time, little attention has been paid to what, if any, differences exist in the meanings of "vocational education" and "occupational education." It seems unfortunate that relatively more time appears to have been spent in proclaiming that differences *do* exist between "career education" and "vocational education" than in specifying, with exactness, what such differences are. It seems equally unfortunate that, by and large, differences between "vocational education" and "occupational education" have been ignored. It is time that we face these problems.

It would be fruitless to attempt to differentiate meanings of these three terms by deriving the meaning of each independent of the other two. Some common base must be utilized for purposes of defining each term. Here, an attempt will be made to construct such a base through defining six words that are basic to the controversy. These six words are: (1) "work"; (2) "career"; (3) "vocation"; (4) "occupation"; (5) leisure"; and (6) "education."

DEFINITIONS OF BASIC TERMS

"Work" is conscious effort aimed at producing benefits for oneself and/or for oneself and others.—As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represent the basic need of all human beings to achieve—to accomplish—to *do* something productive and allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right—not as a societal obligation.

"Career" is the totality of work one does in his or her lifetime.—Thus, any person can have only one career. That career typically begins prior to entering kindergarten and continues well into the retirement years.

"Vocation" is one's primary work role at any given point in time.—Vocations include paid employment, but they also extend to unpaid work roles. For example, we can speak of the "vocation" of the student, the full-time volunteer worker, or the full-time homemaker just as easily as we can speak about the "vocation" of the plumber, the physician, or the engineer.

"Occupation" is one's primary work role in the world of paid employment.—Economic returns are always considered among the work values of persons engaged in occupations although these might not be considered at all by persons in certain vocations. The occupations of many persons will be synonomous with their vocations. One can never have an occupation without having a vocation although, of course, one can have a "vocation" without being engaged in an "occupation."

"Leisure" consists of activities, other than sleeping, in which one engages when not performing in his or her vocation.—Thus, "leisure" holds possibilities for both "work" and for "play."

"Education" consists of all those activities and experiences through which one learns.—As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling."

All that follows here is based on an assumption that these six basic terms are understood and agreed upon. Those who disagree with one or more of these definitions will necessarily find themselves disagreeing with the remainder of this presentation.

DEFINING "CAREER EDUCATION," "VOCATIONAL EDUCATION," AND "OCCUPATIONAL EDUCATION"

"Career education" consists of all those activities and experiences through which one learns about work.—As such, it makes no restrictions in meaning whether one speaks about the work of the homemaker, the musician, the lawyer, or the bricklayer. Some work will require advanced college degrees while other work may require no formal schooling of any kind. To the extent that work is judged "successful," it does typically—and, in these times, increasingly—require some learned set of vocational skills.

"Vocational education" consists of all those activities and experience through which one learns about a primary work role.—This definition includes all kinds of primary work roles—paid and unpaid—those assumed by high school drop-

outs and by university graduates—those taking place in formal classrooms and in on-the-job settings. It differs markedly from the definition of this term currently in use by the American Vocational Association. It is advanced here, not to create controversy, but simply because, with the specific word definitions presented earlier, it seems proper.

"Occupational education" consists of all those activities and experiences through which one learns to work in the world of paid employment.—As such, it places a primary emphasis on economic benefits from work that are not necessarily present in either "vocational education" or in "career education." As with the term "vocational education," the term "occupational education" obviously includes schooling requiring collegiate degrees as well as schooling at below the baccalaureate level.

With these three generic definitions, it becomes clear that "occupational education" always includes "vocational education," but "vocational education" is not always limited to "occupational education." It becomes equally clear that "career education," while including both "vocational education" and "occupational education," extends beyond both in that it may involve work performed as part of one's leisure time. The three terms imply progressive narrowing of purpose. That is, "career education" includes all work, "vocational education" is limited to all primary work roles, and "occupational education" is further limited to all primary work roles in the world of paid employment.

VOCATIONAL EDUCATION: BEDROCK FOR CAREER EDUCATION

At this point, it seems desirable to move beyond the definitional game-playing to the task of conceptualizing vocational education as part of career education. The primary point to be made here is that, while vocational education can exist without career education, there is no way career education can exist without vocational education. This statement requires some further explanation.

In a societal sense, the goals of career education are to help all individuals (a) want to work; (b) acquire the skills necessary for work in these times; and (c) engage in work that is satisfying to the individual and meaningful to society. Since, by definition, "primary" work roles encompass most of the work carried out in the world, vocational education, as defined here, becomes a central ingredient for skill acquisition—and thus a major part of the bedrock for the career education movement.

In an individualistic sense, the goals of career education are to make work (a) possible; (b) meaningful; and (c) satisfying to each individual. Work, in these times, is increasingly impossible unless one has been equipped with a set of vocational skills that will qualify him or her for work. Further, it is obvious that work can become neither "meaningful" nor "satisfying" unless and until it is first "possible". Again, then, we can clearly see the bedrock necessity for vocational education, as defined here, for the success of the career education movement.

Finally, when one recognizes that, in the foreseeable future, more than eighty percent of all occupations will require the acquisition of vocational skills at less than the baccalaureate level, it is obvious that what has been the prime emphasis of traditional vocational education—i.e., providing occupational skills at the sub-baccalaureate level—must be greatly expanded if career education is to succeed. Some have pictured "career education" as a subterfuge for expanding vocational education. It would be much more accurate to recognize that, far from being a subterfuge, career education must *demand* major expansion of occupational skill training at the sub-baccalaureate level. It is simply essential to successful implementation of the career education concept itself.

IMPLICATIONS FOR CHANGE IN VOCATIONAL EDUCATION IN ACADEMIC SETTINGS

From the beginning, advocates of career education have called for the complete integration of vocational education into the total fabric of American education—for the fusion of what have been academic education, general education, and vocational education into a single system that emphasizes *preparation for work* as one of the major goals of the total educational structure. The implications of this objective require some examination.

Some vocational educators have seemed to interpret "integration" to mean that academic teachers will change in ways that make them more like today's vocational educators. Others seem to believe that "integration" means that traditional

academic teachers will come to like traditional vocational education teachers better—and vice versa. In short, that both will somehow adjust in ways that help them relate better with each other. It seems important to point out that the best that can be hoped for in a mutual adjustment situation is accommodation of different persons to one another. "Accommodation" implies adjustment without the necessity for basic changes in either party. "Integration," on the other hand, implies basic changes in both parties. Career education stands squarely for integration—not for simple accommodation.

The integration called for by career education demands that academic teachers change their internal value systems and their operational behavior in ways that reflect the importance of education as preparation for work. We ask all academic teachers to recognize preparation for work as one, among several, of the basic goals of american education. This will require major internal changes in many of today's academic teachers.

This hoped for integration also calls for fundamental internal changes in today's vocational education teachers. Integration cannot occur in an atmosphere of protective isolationism. The separateness of traditional vocational education which, in the past, has seemed essential for survival, must, if career education's goals are to be attained, be abandoned. Instead, today's vocational educators must strive to find and to emphasize the commonality of purpose in education as preparation for work that binds them with all other educators into a single family of professionals.

To emphasize commonality of purposes is in no way to say that uniqueness will disappear. Rather, it is simply to recognize the importance of the commonalities. An emphasis on uniqueness will always be important to the individualistic goals of each educator. Vocational educators of today have two basic choices with respect to proclaiming their uniqueness. One would be to emphasize "vocational education" as preparation for primary work roles—paid or unpaid—at the subbaccalaureate degree level. This would necessitate abandonment of the traditional criterion applied in defining a program as "vocational education" that stipulates that it should lead to gainful employment. To do so would immediately make industrial arts, as a curriculum area, part of vocational education. It would also legitimize, as part of vocational education, large parts of the work of today's home economics and vocational agriculture teachers that are not necessarily concerned only about paid employment. It would make vocational exploratory experiences for all students—including the so-called "college bound"—a basic and bonafide part of vocational education. Certainly, it would call for major changes in what has traditionally been called "vocational education" in secondary schools and in post-secondary educational settings.

A second alternative would be to move from "vocational education" to "occupational education" in labeling the field. If this were to be done, it would probably be accompanied, for purposes of emphasizing uniqueness, on preparation for gainful employment in occupations requiring preparation at less than the baccalaureate degree level. It can be seen that, while involving a change in terminology, this would necessitate very little change in job functioning on the part of most of today's vocational educators.

There are, of course, a number of additional alternatives open to today's vocational educator. Among these are the following: (a) keep vocational education "as is", ignore career education, and hope that career education will go away; (b) keep vocational education essentially "as is", but encourage large increases in support for career guidance in hopes that career guidance personnel will take care of the integration problem; or (c) keep vocational education essentially "as is" in the senior high school, but support career awareness and career exploratory programs at the elementary and junior high school levels.

Even these few examples will, hopefully, serve to illustrate the basic problem career education asks today's vocational educators to face—namely, the problem of deciding to *change* to date, the problem has not been very squarely faced by either vocational education or by career education personnel.

CAREER EDUCATION'S NEED FOR SUPPORT BY VOCATIONAL EDUCATION

Finally, I want to conclude by commenting briefly on the urgent need of career education for support by today's professional vocational education community. Prior to doing so, it seems important to point out that career education, as a total movement, holds far greater potential for change than could be expected to result

from the isolated efforts of any single part of education—such as vocational education. Remember, the broad goal of career education is to bring both prominence and permanence to education as preparation for work as a major goal of our entire system of education. Had vocational education been able to do this by itself, I think it would have done so years ago. That is, career education and vocational education need each other.

But it is *change* that we have been speaking of here. The art of compromise, essential for moving toward change, cannot effectively be accomplished if career education is controlled or directed by vocational education. Vocational education was certainly one of the parents of career education. We must, however, recognize that, if we continue with the analogy, that career education is a child born out of wedlock. The true marriage between vocational and academic education has yet to take place. If such a marriage is ever to occur, it must result, in part, because both "parents" respect and admire what this child called "career education" has been able to accomplish. Neither "parent" can control if this is to occur.

Career education is a healthy child today as witnessed by the hundreds of local school systems that have initiated career education programs on their own. But it is a child and, as such, in great need of both nourishment and assistance in moving toward maturity. As one of its "parents", vocational education has, it seems to me, a continuing responsibility to financially support and provide thoughtful input into the continuing conceptualization of career education. It would be a tragic mistake to see vocational education's interest in and support for career education diminished at this point in time.

CONCLUDING REMARKS

The career education movement calls for major internal changes on the part of both the academic and the vocational educators of today. It would be unwise and unproductive for one to change unless the other also moved toward change. Change, if it comes, will be slow and painful for all concerned. If all of us can change in a career education direction, American education will become more meaningful and more appropriate for our students. There *is* a choice, to be sure. There is also a deep professional responsibility.

[Prepared statement of Dr. Kenneth Hoyt follows:]

PREPARED STATEMENT OF DR. KENNETH HOYT, ASSOCIATE COMMISSIONER FOR CAREER EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and Members of the Subcommittee, it is a pleasure to be with you this morning to discuss our current activities in Career Education and some of the problems we face.

CURRENT STATUS OF CAREER EDUCATION

1. The IDEA of career education has now evolved into a CONCEPT capable of being tested. The concept, while still evolving, has found a high degree of consensus across the land. This is evidenced in the consensus tables included in OE's official policy statement on career education. We would like to submit a copy of this paper for the record. Key elements in the concept of career education include the following:

(*a*) The key word in the concept of career education is "work"—defined as including unpaid work as well as the world of paid employment. Thus, it includes, in addition to the world of paid employment, the work of the volunteer, the student, the full-time homemaker, and work in which individuals engage as part of their productive use of leisure time.

(*b*) The GOAL of career education is to make education, as *preparation for work*, a prominent and permanent aim of all who teach and of all who learn at all levels of American Education and in all educational settings.

(*c*) The OBJECTIVES of career education are to: (1) help all individuals understand and capitalize on the increasingly close relationships between education and work that exist and are coming to American society; and (2) make work become a meaningful part of the total lifestyle of all American citizens.

(*d*) The SOCIETAL OUTCOMES of career education are related to increases in productivity that should come about when individuals (1) want to work; (2)

acquire the skills necessary to work in these times; and (3) engage in work that is satisfying to the individual and beneficial to society.

(*e*) The INDIVIDUALISTIC OUTCOMES of career education are to make work possible, meaningful, and satisfying for each individual. To attain these outcomes, career education seeks to assure that each person, at whatever point she or he leaves the educational system, is equipped with (1) adaptability skills required for the world of work; and (2) job specific skills that will enable the individual to make a successful transition from school to work.

(*f*) The IMPLEMENTATION of career education requires the collaborative efforts of the formal educational system, the home and family structure, and the business-labor-industry-professional-government community. It is not something the schools can do by themselves.

2. The quantity of the career education effort has far outstripped its quality to date. While bits of expertise required for success in career education have been devised in many educational systems, relatively few systems have been able to combine this expertise in comprehensive efforts.

3. Evaluation of career education, while generally positive, has been infrequent in terms of production of hard data. To date, career education has been accepted more on faith than on evidence—and an abundant amount of faith continues to exist.

4. The collaborative efforts required for success in career education have been easily generated between educational systems and the business-labor-industry community. Much remains to be done to make the home and family structure an integral part of this collaborative effort.

5. Career education has, to date, been largely a matter of overpromise and underdelivery for such special segments of our population as the physically and mentally handicapped, minorities, low income persons, females, and for gifted and talented persons.

6. Career education has, to date, been implemented primarily at the K–12 levels of American Education. It has been most often implemented at the K–8 level. It has not yet become a widespread effort in community colleges, in 4-year colleges and universities, nor in adult education.

These comments are intended to provide the subcommittee with information and are not to serve in any way as an indictment of current career education efforts. While I want to express my personal pleasure and appreciation to educators, businessmen, labor union officials, and parents everywhere who have endorsed and are working to implement the career education concept, I feel such expressions of gratitude, if they are to be helpful to this committee, must be tempered with the kinds of observations I have presented here.

CURRENT OE ACTIVITIES IN CAREER EDUCATION

OE's Office of Career Education, since its establishment in 1973, has devoted considerable effort to formulating official OE positions on career education, based on consensus and consultative activities, designed to clarify the career education concept and provide it with meaning. In addition to an official OE policy paper on Career Education, which we are submitting as Document #4, 18 additional OE papers covering various aspects of career education have been prepared. They are submitted here as Documents #5 through #22. (Portions of documents referred to, placed in subcommittee files.) As with all publications from OE's Office of Career Education, these documents are made available, upon request, free of charge. They carry no copyright nor price tag.

In addition to preparing these documents, OE's Office of Career Education has sought consultative assistance from local, State, and national leaders in career education. This has been coupled with consultative and technical assistance to national organizations and associations, to State education agencies, and to local educational agencies throughout the land.

An example of consultative assistance received from local career education practitioners is a "how-to-do-it" booklet prepared through the efforts of 275 local career education practitioners in 1974 and submitted here as Document #23. As an example of technical assistance rendered by OE, a total of 187 speeches and consultative visits in 41 States have been made by senior staff members of OE's Office of Career Education during the period between February 15, 1974 and May 15, 1975.

When P.L. 93–380 became law in August, 1974, OE moved to establish the Office of Career Education in the Office of the Commissioner. The National Advisory

Council on Career Education, called for in this law, has been established and has met twice. When funds appropriated by the Congress became available in February, 1975, the Office of Career Education moved quickly to invite proposals, using five funding criteria, from eligible applicants. In spite of an extremely short time between announcement of the proposed grants and deadline for their receipt, more than 900 proposals were received prior to April 21, 1975. These proposals, totalling more than $71 million in requests, stand as one more indicator of the high degree of enthusiasm for career education that exists today.

Proposals were invited for each of the five general funding criteria:

1. Demonstrations of incremental quality improvement efforts in career education at the K–12 level. We seek here to demonstrate a series of "possible change" models that local school systems can emulate as they refine and develop their own efforts.

2. Demonstrations of career education in settings other than the public schools—including community colleges, 4-year colleges and universities, and adult community settings. We seek here to encourage persons in such settings to become at least as active in initiating career education as have persons at the K–12 levels of education.

3. Demonstrations of delivery of career education to such special segments of the population as the physically and mentally handicapped, minority and low income persons, females, and the gifted and talented. We seek here to discover and demonstrate ways in which career education can effectively serve such persons.

4. Demonstrations of infusion of career education concepts in preservice teacher education programs. We seek here to stimulate teacher education institutions everywhere to make similar attempts so that the burden of providing inservice education to teachers in career education can be reduced.

5. Demonstrations of effective means of communicating career education information, methods, strategies, and concepts to career education practitioners and to the general public. We seek here to help each community avoid the necessity of "re-inventing the wheel" of career education for itself. By so doing, we hope to improve the quality of career education efforts across the land.

OBSERVATIONS REGARDING THE FUTURE OF CAREER EDUCATION

The career education concept, with its dual emphasis on relationships between education and work and on making work a more meaningful part of the lifestyle for all persons, represents a response to a call for change in American Education that is great now and will become still greater in future years. As a vehicle for educational reform, career education holds great potential for leading to a wide series of basic reforms in education and in the role of education in the American society. The immediate and enthusiastic acceptance of the career education concept across the land is clear evidence that both educators and the general public endorse career education. Its supporters are many. Its critics are few. I do not believe the concept will die no matter what either the Congress or the Office of Education may do.

Two things are currently worrying me about career education. I would like to conclude this presentation by sharing these worries with you.

First, I am worried about what I regard as a current critical need to improve the quality of delivery of career education. We currently are much more aware of the great need for career education than we are of the most efficient and productive ways of delivering it. The promises of career education must be backed up by hard evidence of its effectiveness. That evidence must begin by demonstrating that pupils learn more in school when career education concepts are inserted into the teaching-learning process. Some such evidence is now available. Much more is needed.

In addition, much more must be learned about how to best implement the collaborative efforts called for by career education. We continue to depend on our colleagues in NIE's Career Education Task Force and on educational researchers everywhere to provide us with new knowledge required for effective delivery of career education. We depend, at least as much, on the new knowledge and insights being gained by career education practitioners throughout the land as they continue their efforts to "invent" career education.

Second, and related to my first point, I am worried about the many calls we now hear from career education practitioners for assistance in implementing the concept of career education. The Congress passed a *demonstration* bill for career education, not a *program implementation* bill. Thousands of career education

practitioners sincerely feel that they have already demonstrated how they can effectively deliver career education in their communities. With school budgets being tightened and new programs being forced to cease operations in many school systems, the practitioners of career education are calling on us to provide them with small amounts of "seed money" from Federal funds that they can use to supplement State and local efforts in career education. They are asking for more, not less, Federal support for career education. Yet, because we so badly need to cease using vocational education funds for career education and to start using them for R & D efforts in vocational education, we have felt it necessary to curtail greatly the amount of vocational education funds available for career education. As a result, we must face the fact that, in terms of obsolute dollar amounts, there will be fewer direct Federal dollars allocated for career education in FY 1976 than were allocated in FY 1973.

In addition to the potential amount of funds some may request the Congress to provide for implementation, I am also worried about the effects such funds, if appropriated, might have on Federal-State-local relationships in education. Career education, since it asks for neither new school buildings nor expensive equipment, is not going to be expensive to deliver. The primary costs of career education are those involved in (1) inservice education of educational personnel; (2) salaries for local career education coordinators and necessary support personnel and (3) supplies. It would, in my opinion, be a mistake for the Congress to consider providing funds sufficient to cover more than a minor portion of the costs of career education. If career education is to survive as a healthy movement, most of its funding must continue to come from State and local, not from Federal efforts. I personally believe that the Congress was correct in asking OE to demonstrate the effectiveness of career education with currently appropriated funds rather than to use such funds for program implementation. Yet, I can understand and empathize sincerely with my professional colleagues in State and local educational settings who now cry for program implementation assistance. I must, however, stand by my conviction that we must first demonstrate the viability of career education prior to seeking program implementation funds.

I believe the proper role of OE's Office of Career Education will, for several years, continue to be one of providing a professional leadership and technical assistance role. I would be personally opposed to seeing our Office of Career Education become a "check-writing" agency for transferring funds from the Federal to the State and local levels.

Thank you very much for this opportunity to appear before you. Dr. Trotter and I welcome questions from any member of this distinguished subcommittee.

Dr. HOYT. I would like to offer nine summary thoughts for your consideration regarding the current status and probable future of career education.

No. 1. The idea of career education, introduced in 1971, has now developed into a concept capable of being tested. This concept, while still evolving, has found wide consensus across this land.

No. 2. The quantity of the career education effort to date has far outstripped its quality to date. While some high-quality programs are being prepared in almost all States much remains to be done in most educational settings.

No. 3. Evaluation of career education, while generally positive, has been infrequent in terms of production of hard data. To date career education has been accepted on faith more than on evidence.

No. 4. The collaborative efforts required for success in career education have been easily generated between educational systems and the business-labor-industry community. Much remains to be done to make the home and family structure an integral part of the career education effort.

No. 5. Career education has, to date, been largely a matter of overpromise and underdelivery for such special segments of our population as the physically and mentally handicapped, minorities,

low-income persons, females and for gifted and talented persons.

No. 6, Career education has to date been implemented primarily at the K–12 levels of American education. It has been most often implemented at the K–8 level. It has not yet become a widespread effort in community colleges, in 4-year colleges and universities nor in adult education.

No. 7. The Office of Career Education has since its establishment in 1973 devoted considerable effort to efforts aimed at attaining national consensus of the meaning of career education and providing technical assistance to educational institutions seeking to implement career education concepts.

No. 8, When Public Law 93–380 became law in August 1974 OE moved to establish the Office of Career Education in the Office of the Commissioner and it was removed from the Bureau of Occupational and Adult Education. The National Advisory Council on Career Education, called for in this law, has been established and has met twice. They are now in the process of awarding the first series of demonstration grants, using the $10 million appropriated by the Congress for this purpose of demonstration. More than $71 million in grant proposals were received. Many were of very high quality.

Finally, two things are currently worrying me about career education. First, I am worried about what I regard as a critical need to improve quality of delivery of career education. I believe quality improvement efforts must receive our top priority.

Second, I am worried about our inability to respond other than through technical and consultative assistance. I am worried about the many calls we now hear from career education practitioners for assistance in implementing career education efforts. The Congress passed a demonstration bill, not an implementation act, for career education.

As schools call for more Federal funds we are faced today with a situation where in terms of absolute dollars amounts there will be fewer Federal dollars allocated for career education in fiscal year 1976 than in fiscal year 1973.

I emphathize and I symphatize with my colleagues on this matter. At the same time I personally believe that Congress was correct in asking us to demonstrate rather than implement career education at the present time.

Thank you very much for this opportunity to appear before you. Dr. Trotter and I will welcome questions from any member of this distinguished subcommittee.

Chairman PERKINS. In view of the House going in session, does Mr. Sydnor want to make a statement at this time?

Dr. Trotter, let me ask you two questions. First, your testimony seems to be that the Federal role in career education ought to be simply supporting research and demonstration projects.

If you are in favor of this limited role, don't you believe that we should increase Federal funds for this purpose or even for research and demonstration?

Dr. TROTTER. We are exploring this in every way that we can.

Chairman PERKINS. I am talking about the research and demonstration projects.

Dr. TROTTER. Mr. Chairman, we have identified money that is going into research and demonstration for career education. A sizable increase is earmarked for that.

Chairman PERKINS. Do you feel that is as far as the Federal Government should become involved, just for demonstration and research?

Dr. TROTTER. We think this is what the Government is responsible for, helping with technical help.

Chairman PERKINS. If career education is meant to affect all of education shouldn't you be recommending that we amend Federal laws dealing with elementary and secondary education and also higher education to emphasize career education?

Dr. TROTTER. There has already been a big effort in terms of helping people understand career education and seeing the part that it has to play. We do feel this is a State and local responsibility to carry it forward. If we can keep the concept and initiate and do the demonstration projects that will really do the kind of job that will give some guidelines to the local schools, we feel this is really the part we ought to play.

Chairman PERKINS. Mr. Blouin, any questions?

Mr. BLOUIN. No questions.

Chairman PERKINS. Mr. Hall?

Mr. HALL. No questions.

Chairman PERKINS. Mr. Mottl?

Mr. MOTTL. No questions.

Chairman PERKINS. Mr. Radcliffe?

Mr. RADCLIFFE. No, thank you.

Chairman PERKINS. Thank you very much for your appearance this morning.

Our next witness is Dr. Marland, who used to be the Commissioner of Education. Come around, Dr. Marland. We are glad to hear from you in your new role as it applies to the College Entrance Examination Board. Sit right down. Have a seat. You are also Chairman of the National Advisory Council, I believe, for Career Education.

Dr. MARLAND. That is correct, Mr. Chairman.

Chairman PERKINS. Go ahead.

STATEMENT OF DR. S. P. MARLAND, JR., CHAIRMAN, NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION

Dr. MARLAND. Thank you, sir. It is a pleasure to be back before you, Mr. Chairman. I appreciate the opportunity to testify before this committee on the subject of career education. My role here today, as I understand it, is that of Chairman of the newly appointed National Advisory Council for Career Education. As such, I will hold my statement to a very brief accounting since the Council has barely had time to be sworn in and to organize itself and learn of its responsibilities, as declared in the statutes. Therefore my principal message is to advise the subcommittee that, in accordance with section 406 of the Education Amendments of 1974, Public Law 93-380, the National Advisory Council is now in place. The names of the 12 appointed members together with the ex officio members are attached at hand for the committee's scrutiny, if desired.

The statute establishing this Council declares two specific substantive tasks, which Congress has put upon the Council:

"The Council . . . shall conduct a survey and assessment of the current status of career education et cetera and submit to Congress not later than November 1, 1975 a report on such survey and assessment . . . and . . . shall include recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in the statute."

The statutes are quite specific and quite comprehensive in what they declare shall be the design for career education in the United States.

While the Council will work diligently to fulfill these assignments we must plead the forebearance of Congress in meeting the target date of November 1, 1975 in reporting upon our survey findings and legislative recommendations deriving therefrom. On April 1, 1975 the Council at its first meeting reviewed with the Commissioner of Education and appropriate Office of Education representatives the scope and purpose of a corresponding survey also mandated in the same statute for action by the Commissioner.

Having reviewed the design of the Commissioner's survey and believing its purpose to be identical with that assigned to the Council, it has been agreed between the parties that the survey shall be one and the same and that the Council shall take an active part, not only in the conceptualization of the survey, but in its execution. The breadth and depth of the task will demand extension of the proposed deadline for approximately six months, to April 1976 if the work is to be done to earn the respect of Congress and others whose interests will rest upon its credibility.

Let us turn now, Mr. Chairman, to the immediate purposes of the hearing. Since there are now being weighed by the subcommittee certain amendments to the Vocational Education Amendments of 1968, Public Law 90–576, that appear to engage a number of concepts within the general field of career education, the Advisory Council suggests that caution be exercised lest the confusion between vocational education and career education be aggravated. The Council for Career Education extends its hearty support to the advancement of vocational education legislation, including the improvement of funding authorizations.

The Council suggests that substantive changes in the laws which deal with career education concepts in contrast or confusion with vocational education concepts await the findings of the survey and report prescribed by Congress for action by this Council. The Council would welcome the opportunity to provide a setting for the convening of congressional staff, OE staff and interested constituency organizations to examine the possible ambiguities and redundancies in the amendments that are said to overlap some career education language.

In our judgment the present movement in schools and colleges now taking place under the career education concept will not be adversely affected by such further investigation and possible reconciliation and clarification of law and jurisdictions.

Our Council will have for the subcommittee a progress report on November 1, 1975 with the hope that we can be useful to you in giving direction to the very important subject of career education and its essential companion, vocational education.

In closing, Mr. Chairman, let me say that your opening remarks reflecting upon your own early career as a student is a situation most compatible with what I see as career education and from which we have departed over the ensuing years in the national system of schooling. I think that your illustration is a suitable subject for the record as you address this very large notion in education, which I agree is not at all new.

Chairman PERKINS. If I understand, Dr. Marland, you are asking for a technical amendment to delay the date by which the Council has to submit a report on career education. In other words, your plans were to consider technical and minor amendments to the Education Amendments of 1974 and to attach those amendments to the vocational bill this year. Is that correct?

Dr. MARLAND. I am not sure if the protocols of procedurys would permit us to submit our report 6 months from the date prescribed in the law. But I do believe that for us to give you a respectable survey it cannot be done by November 1st as the law prescribes. I do not know the technique by which that amendment could be made possible.

Chairman PERKINS. Mr. Hall?

Mr. HALL. No questions.

Chairman PERKINS. Mr. Radcliffe?

Mr. RADCLIFFE. No, thank you.

Chairman PERKINS. Thank you very much, Dr. Marland.

Dr. MARLAND. Thank you.

Chairman PERKINS. We are delighted to welcome you back here and to hear your testimony today.

Dr. MARLAND. Thank you, sir.

Chairman PERKINS. Our next witness is Mr. Eugene Sydnor, Chairman of the Education and Manpower Commission, U.S. Chamber of Commerce.

[Prepared statement of Eugene Sydnor follows:]

PREPARED STATEMENT OF EUGENE B. SYDNOR, JR., CHAIRMAN, EDUCATION AND MANPOWER COMMISSION, U.S. CHAMBER OF COMMERCE

My name is Eugene B. Sydnor, Jr. I am President of Southern Department Stores, headquartered in Richmond, Virginia. I am appearing today on behalf of the Education and Manpower Development Committee of the Chamber of Commerce of the United States, having serviced for six years as chairman of that committee, and also as a Vice President and Director of the Chamber. With me is the committee's staff executive, Thomas P. Walsh.

The National Chamber's membership embraces more than 52,000 business firms and 3,600 chambers of commerce and trade and professional associations. This federation has supported federal efforts to improve the nation's education system, consistent with the principle of maintaining within local and state governments the primary responsibility for education policy and finance.

We appreciate this opportunity, Mr. Chairman, to participate in your Oversight Hearings on Career Education.

WHY THE COUNTRY NEEDS CAREER EDUCATION

Three years ago, our Education Committee examined the performance of our public schools. The committee's findings were both complimentary and critical: complimentary because we learned that the schools, despite major obstacles, have vastly improved the education of our youth; critical because this improvement still falls short when measured against rising expectations and changing employment conditions confronting today's young people.

The schools are to be commended for achieving a 50 percent decline in the dropout rate in the past 20 years. Yet, some 900,000 students still leave school

before earning a high school diploma—at a time when the bottom rungs have been chopped off the job ladder. Forty years ago 30 percent of all jobs were unskilled or required few qualifications other than a willingness to work and do as one was told. Today, such jobs number only 4 percent or less of our national labor market.

On the other end of the spectrum, there are college graduates unable to find employment appropriate to their education, while some technical positions requiring less than 4 years of college—but offering good pay and a promising future—remain relatively difficult to fill.

Admittedly it is difficult to achieve a satisfactory match between worker skills and job requirements. The labor market is too dynamic and fragmented to permit an accurate forecast of all the types of skills that will be needed. But surely we must improve the present situation in which teachers and students alike too often have little, or no, knowledge of the skills and attitudes employers will require.

The schools, however, cannot be expected to achieve the necessary reform alone. Since education is a demanding profession, almost all educators have spent their entire lives in this field. Their knowledge of what employers want and need must therefore come from employers themselves. Businessmen and labor leaders and educators must get together on a continuing basis—especially at the secondary and higher education levels—to review curricula in light of known career opportunities. Career education offers the conceptual framework for this collaborative approach.

Briefly, we view career education as a concept that:

Stresses the career implications of both academic subjects and vocational training.

Applies to all students who will work someday: the prospective post-graduate candidate as well as the prospective dropout.

Applies to higher education as well as elementary and secondary education; to the liberal arts major as well as the student in a technical institution.

Maintains that personal adaptability in a changing economy requires a good foundation in the skills of thinking, analyzing, synthesizing, and communicating, but that these skills must usually be complemented with a demonstrable, specific competence.

Recognizes that preparing young people for their life's work is but one important objective of education, with other objectives including education for citizenship, culture, mental and physical health, and leisure.

As set forth above, career education can succeed only through a close, continuing relationship among educators, employers, labor leaders, and other community groups. And while any interested person can and should take the initiative, chances for success are enhanced if professional educators provide the leadership.

CHAMBER ACTIVITIES IN CAREER EDUCATION

The Chamber has enjoyed a cordial and productive working relationship with HEW's Division of Education and the professional education associations.

In 1973 we sponsored, in cooperation with the Office of Education, a National Conference on Career Education that brought together school and business leaders from all parts of the nation. The conferees examined ten basic concepts of career education, assessed their feasibility, and developed detailed, practical recommendations for implementing these concepts in their communities. These were published in a booklet titled, *Career Education and the Businessman: a Handbook of Action Suggestions*. This booklet has been well received by our members and others with interests in education. Some local chambers have used its recommendations in developing career education programs with industry, school, and labor leaders. With your permission, Mr. Chairman, we will include this booklet as Document #1, and request that it be made part of the record.

Early this year we published another booklet titled, *Career Education: What It Is and Why We Need It, from Leaders of Industry, Education, Labor and the Professions*. It was prepared in cooperation with 24 national organizations, including almost every major education association, along with several other national organizations representing business, women, minorities, and labor.

These participants worked with us over a six-month period revising copy until a manuscript was developed acceptable to all. The result is a comprehensive statement on behalf of career education that carries the unqualified endorsement of every participating organization, and that urges our respective members at the

state and local levels to reach out to each other in a common effort to help improve the educational experience of all students. We ask that this be included in the record as Document #2.

Finally, three weeks ago during the National Chamber's Sixty-Third Annual Meeting, we presented a program titled, "Serving Youth and Business Through Career Education." The panelists were spokesmen for three of the successful efforts described in the above booklet. Toward the end of this discussion an unofficial survey was taken to learn the attitudes and capabilities of those in attendance. Sixty percent said their company could provide work experience/observation a few hours each week, and 46 percent said their organization could engage in regular discussions with students and teachers about their firm and its work. These figures suggest a vast resource of businessmen ready to work with educators in helping our youth make successfully the difficult transition from school to work.

WHAT HAS BEEN LEARNED

Much has been learned from these and other career education activities throughout the nation.

First, career education can vitally help all kinds of students—the college-bound as well as the indifferent student; the student in a wealthy suburb as well as in the ghetto; the student in a small community as well as a large one.

Our publication presented as Document #2, above, relates that in Cleveland the superintendent of schools worked with industry to establish a career education program in five central city schools where most of the students come from welfare homes. Job developers with industrial experience develop job openings for graduates. Industry representatives visit the school's students during their junior and senior years. Students also make field trips to various companies. Ninety percent of the students participating in this program were placed in jobs over a 9-year period from June 1966 through June 1974.

By way of contrast, at the Winston-Churchill High School in Potomac, Maryland, 87 percent of the graduating students begin college. The career education program here focuses on managerial and professional lines of work. Students spend 10–20 hours a week with lawyers, dentists, architects, veterinarians, and federal medical and scientific facilities. In this way they gain preliminary first-hand experience that would not otherwise be available to them. Their initial interest in becoming a doctor or an architect or other professional is tested, and in the process, strengthened or weakened, with career thinking influenced accordingly, to the great benefit of the students and their families.

The scope and organizational structure of a career education program can also vary markedly. In Cody, Wyoming, with a population of 6,500, high school students participate in a summer internship program through a cooperative arrangement involving the Husky Oil Company and the local community college and high school. But in Boston, 16 high schools and 80 companies participate in a comprehensive program involving 3,500 students. The Boston Chamber of Commerce serves as the clearinghouse, scheduling student work experience among various businesses, and visits by business persons to various schools.

A second thing that has been observed is that career education improves learning.

In Lincoln County, West Virginia, elementary school students participating in a career education program scored 11 percent higher in language arts and 24 percent higher in mathematics, than those students not participating in such a program.

In Dade County, Florida, students in the 4th, 5th and 6th grades advanced their reading ability more than 50 percent beyond the normal progression, while participating in a one-year career education "activities centered laboratory."

The explanation lies in the increased interest of the students in learning. In the Dade County program, students in a health class take blood pressure and make dental plates. But they must first learn how to do this through extensive reading. Hence, reading is no longer an exercise for its own sake—and therefore of little apparent value to so many students—but rather a means to learn about, and become qualified to perform, an exciting activity. Improved reading skill becomes a natural byproduct as these students read for knowledge. Further, the boredom that often afflicts students is avoided, and discipline improves.

This procedure, however, means that teachers must become much more aware of job activities and the career implications of their subjects. As they under-

stand more about job trends through a continuing relationship with employers and labor unions, they will also be better prepared to offer some career guidance.

Thirdly, we know that parents across the land have a lively interest in career education. A national Gallup poll two years ago revealed that 93 percent of the parents interviewed want the schools to provide greater occupational orientation in their curricula. There was greater agreement on this matter than on any of the many other questions asked.

This concern undoubtedly stems in part from the fact that even at the college level students are adrift. The American College Testing Service last year found that 79 percent of the students polled did not know what they wanted to do; and perhaps worse, 71 percent did not know where to get help.

CONCLUSIONS

1. Career education is essential if our young people are to be better prepared to take their place in our economy and society. However, essential to the career education concept is extensive participation by employers, labor leaders, minorities, and other groups. Our major concern is whether many will become involved unless educators etxend a personal invitation.

Career education has progressed successfully in some school districts, but in most communities no action has been taken. We believe there is a vast number of business and other community leaders willing to work on a continuing basis with teachers and students to acquaint them with their organizations, to help relate school subjects to the knowledge and skills needed by workers, and to invite them to offices and plants for observing work activities. But this potential resource will go largely untapped unless "outsiders" to the world of education are personally invited to participate.

Business persons recognize education as a profession in which they are not trained, and are often reluctant to presume to tell educators how to do their jobs. Further, in the absence of such an invitation from the professionals, there may be an assumption that local school personnel do not want significant involvement by laymen in the educational process.

Many schools are ahead of business in their knowledge and acceptance of career education and have already asked business for help. Some chambers and individual business firms have likewise approached the schools; so a start can be made from either direction. We will continue to encourage our members to make the first telephone call or write that first letter, and some education associations are urging similar initiatives by their members. Hopefully, these mutual efforts at the national level will result in a growing number of productive education-industry-labor programs to more closely relate a student's school experience with the realities of the work-a-day world.

2. In our opinion, it should be possible to implement career education without a large federal expenditure beyond the amounts already expended or available.

Last fall the Chamber testified before the House Labor-HEW Subcommittee on Appropriations to express support for the Administration's request of $10 million in federal assistance for career education. The Congress subsequently authorized $15 million. Some $52 million in federal funds had already been spent or obligated.

We see the federal role primarily as one of developing career education procedures, disseminating information on successful efforts, and providing technical assistance. The results of such efforts are becoming available and should help provide useful information in adapting curricula to the career education concept and developing industry-education-labor action councils and other working relationships. We will make sure this information becomes available to our members.

We recognize that initial "start-up" expenses, through modest, can be a burden to smaller school districts, especially in areas of high unemployment. There is frequently an expense for professional staff persons, and for printing and mailing costs. In some instances funds are available under the Comprehensive Employment and Training Act (CETA) to cover some of these costs. We would hope that, with the appropriate community involvement, industry, labor, and other organizations can pay much or all of the additional expense.

With $61.5 billion now being spent on elementary and secondary public education, almost all from state and local taxes, there should generally be adequate local resources available if a small portion of current expenditures is redirected

toward career education. As discussed here, career education is not an "add on" in the sense that it is an additional subject. Rather, it consists chiefly of placing current subject matter in the context of the world outside the school.

Again, Mr. Chairman, we appreciate this opportunity to discuss these matters before your subcommittee, and will be glad to respond to your questions.

STATEMENT OF EUGENE SYDNOR, CHAIRMAN, EDUCATION AND MANPOWER COMMISSION, U.S. CHAMBER OF COMMERCE, ACCOMPANIED BY THOMAS WALSH, STAFF, EDUCATION AND MANPOWER COMMISSION, U.S. CHAMBER OF COMMERCE

Mr. SYDNOR. I feel as a layman a little bit like the cross-eyed discus thrower who didn't set any records but tried to keep the spectators watchful and on their toes.

I am appearing, as you say, Mr. Chairman, as chairman of the Chamber of Commerce Education and Manpower Development Committee and with me on my left is Thomas Walsh, staff executive for Education and Manpower Development of the chamber.

We appreciate this opportunity to appear today in support of the career education concept. I would like to say that our Education Committee 2 years ago examined the performance of our public schools. The committee's findings at that time and on a continuing basis since have been both complimentary and at the same time critical. Complimentary because we learned that the schools, despite major obstacles, have vastly improved the education of our young people. We are critical because this improvement still falls short when measured against today's rising expectations and changing employment conditions that confront our young people.

The schools are to be commended for achieving a 50-percent decline in the dropout rate in these past 20 years. Yet today nearly 900,000 students still leave school before earning a high school diploma. This is at a time when the bottom rungs of the job ladder have been chopped off. Thirty to 40 years ago approximately 30 percent of all jobs were of an unskilled nature for those coming into the labor force. Today that proportion is down to only 4 percent or less. So more training, more preparation, for specific job requirements is absolutely essential.

The schools however cannot be expected to achieve the necessary reforms alone. Education is a demanding profession and almost all educators have spent almost their entire lives working actively in this field. Their knowledge of what employers want and need must therefore come from employers. Businessmen and labor leaders and educators must get together on a continuing basis, especially at the secondary and higher education levels—to review curricula in light of known career opportunities. Career education offers the conceptual framework for this type of collaborative approach.

Briefly, we view career education as a concept that:

Stresses the career implications of both academic subjects and vocational training. It rules out neither one. It builds on, as you have mentioned, sir; the vocational background that we have had in this country since 1916 on an organized basis.

Second, it applies to all students who will work some day: The prospective postgraduate candidate as well as the prospective dropout.

It applies to higher education as well as elementary and secondary education and to the liberal arts major as well as the student in a technical institution.

It maintains that personal adaptability in a changing economy requires a good foundation in the skills of thinking, analyzing, synthesizing, and communicating, but that these skills must usually be complemented with a demonstrable, specific competence in order to get a job.

As set forth above, career education can succeed only through a close, continuing relationship among educators, employers, labor leaders——

Chairman PERKINS. I hate to interrupt here, Mr. Sydnor, but we have to recess the committee for about 6 minutes. I will run over and answer a roll call and come right back, if you will just remain in your seat.

[A recess was taken.]

Chairman PERKINS. All right, Mr. Sydnor, we will proceed.

Mr. SYDNOR. Mr. Chairman, as I was saying, career education can succeed only through a close, continuing relationship among educators, employers, labor leaders, and other community groups. And while any interested person can and should take the initiative, chances for success are certainly enhanced if professional educators provide the leadership.

I would like to review briefly chamber activities in support of career education. The chamber has enjoyed a cordial and productive working relationship with HEW's Division of Education and the professional education associations.

In 1973 we sponsored in cooperation with the Office of Education a National Conference on Career Education that brought together school and business leaders from all parts of the Nation. The conferees examined 10 basic concepts of career education, assessed their feasibility and developed detailed, practical recommendations for implementing these concepts in their communities. These were published in a booklet titled "Career Education and the Businessman: A Handbook of Action Suggestions." This booklet has been well received by our members and others with interests in education. Some local chambers have used its recommendations in developing career education programs with industry, school, and labor leaders. With your permission, Mr. Chairman, we will include this booklet as Document No. 1, and request that it be made part of the record.

[The document follows:]

CAREER EDUCATION AND THE BUSINESSMAN

PREFACE

Approximately 240 of the nation's leading businessmen, educators, and labor leaders gathered in Washington, D.C. February 28–March 1, 1973, to participate in the First National Conference on Career Education sponsored by the Chamber of Commerce of the United States.

As part of this Conference, participants were placed in 20 small discussion groups to resolve a set of 10 basic questions centered on the role of the business-education-labor community in career education. Spirited discussion of each question took place. Both written and oral reports of these discussions were given. Because of the many concrete suggestions for action resulting from these reports,

this handbook has been prepared as a means of summarizing and disseminating these action suggestions.

Each small group was asked to consider the desirability, practical probability, and practical limitations of one concept. To assist each group, the concept they were assigned was presented along with the basic idea behind the concept, its basic assumptions, and problems to be considered in discussing it. Given this information, each small group was asked to develop suggestions for converting the concept into an action program. This handbook consists of the background material given each small group along with a summary of the oral and written reports submitted by the group.

It is important to note that, in each small group, a combination of business-industry-labor personnel interacted with school personnel in formulating action suggestions. It is this procedure that we hope will be duplicated in communities throughout the nation. The action suggestions found in this Handbook are only illustrations. Each local community can and should develop a better set. Our assumption is that the best place to begin is *to begin*. This Handbook is intended to be a beginning.

Each of the ten concepts presented here represents a concrete proposal for involvement of the business-labor-industry community in a comprehensive career education effort. Reactions of conference participants to these ten proposals are incorporated in the "Action Suggestions" section for each. Several observations regarding these "action suggestions" are appropriate.

First, it should be observed that, *without exception*, conference participants seemed to endorse the *desirability* of each of these ten concepts. It is extremely encouraging to find businessmen and educators in such complete agreement on the desirability of a set of goals that involve their active cooperation. Chambers of commerce throughout the country should take advantage of this apparent agreement by mounting action programs designed to implement these concepts.

Second, it is obvious that conference participants varied greatly in their perceptions regarding the *practical probabilities* of implementing the ten concepts. This variation ranged from "Action Suggestions" for Concept 6 that consisted almost entirely of perceived problems involved in making the concept a reality to Concept 7 where eight specific action suggestions for implementation were quickly developed by conference participants. For the most part, the suggestions made clearly illustrate that ideas for implementing each concept were plentiful. The beginnings of an action plan for each local chamber of commerce can be found for almost every one of the ten concepts.

Third, it should be noted that the "action suggestions" vary considerably in both their specificity and their level of sophistication. In some concepts, the action suggestions cover almost all of the "Problems" listed for the concepts. In others, the "Problems" were almost completely ignored. Local chambers of commerce that desire to implement a given concept will have to find answers to each of the "Problems" that are appropriate to their area.

Fourth, it is clearly evident that, while almost all of the "action suggestions" imply cooperative efforts between school and business-labor-industry personnel, vrey few suggest who should be responsible for initiating, directing, or coordinating such effort. A situation can easily be envisioned that finds both school and business-industry-personnel anxiously waiting for the other to initiate action leading towards implementation of these concepts. Career Education is too important to fail simply because no one feels it is proper to take the initiative. There is no one of the concepts presented here that could not be initiated by *either* the schools *or* the business-labor-industry community. If you feel that one or more of these concepts is important, then you have a responsibility for trying to get it implemented.

Finally, it is important to understand that the purpose of this Handbook has been primarily one of stimulating cooperative action on behalf of Career Education between school and business-industry-labor personnel at the state and local level. We have been primarily concerned about specifying concepts to be considered and with providing broad, beginning suggestions for action. Specific program planning and implementation must be done in each locality. We need to begin *now*.

A WORD ABOUT CAREER EDUCATION

Career Education represents a movement aimed at installing an emphasis on education as preparation for work throughout all levels of American Education. It seeks to do so in ways that neither demean nor detract from any other worthy objective of American Education. Rather, it simply recognizes that our current post-industrial occupational society finds relationships between Education and work becoming closer and closer each year. Some way must be found of accommodating this increasingly close relationship in our system of public education.

Stated in their simplest possible form, the *objectives* of Career Education are to help all individuals (a) want to work, (b) acquire the skills necessary for work, and (c) engage in work that is satisfying to the individual and beneficial to society. The *goals* of Career Education are to make work (a) possible, (b) meaningful, and (c) satisfying to each individual. These objectives and goals are endorsed by the Chamber of Commerce of The United States of America.

The Career Education movement cannot succeed if carried out only within the four walls of the school. Success of this movement will be predicted on the active involvement of the business-labor-industry community. The ten concepts presented in this Handbook represent only one aspect of such involvement. Equally important will be contributions of the business-labor-industry community in initiating action aimed at establishing Career Education programs, at supporting such programs where they now exist, and in providing consultative assistance and leadership in policy making for Career Education programs.

The Career Education movement seeks to make major changes in the American educational system without the infusion of massive amounts of new educational monies. To effect major change in the absence of large amounts of new money demands a very powerful concept indeed and one whose need for implementation is obviously great. Career Education certainly qualifies as such a concept. As with any call for major change in education, Career Education has met with considerable resistance on the part of many educators. At this point in time, it seems clear that Career Education will not survive long if it has to depend solely on initiation of change on the part of educators alone. American education badly needs the kind of impetus for change that can best come through the expressions of need for change on the part of the business-labor-industry community. The Career Education movement holds great potential for creating changes that will make education more relevant and responsive to the current and projected needs of our free enterprise system. It is a movement that can be effectively converted into reality only with the full support and participation of the business-labor-industry community. Education, in these times, cannot be accomplished solely within the walls of the established schools. The real world of work outside of the formal educational system must quickly become a part of the total system of American education. Career Education represents a movement that seeks to make this happen.

1. THE CONCEPT OF EXCHANGE PROGRAMS BETWEEN BUSINESS-LABOR-INDUSTRY PERSONNEL AND SCHOOL PERSONNEL

Basic idea

It has been proposed that exchange programs be initiated whereby school teachers, counselors, and administrators would spend anywhere from a few days to a few months working for pay outside of education and that business-labor-industry personnel be invited to spend some time teaching their occupational skills to high school students and adult education students.

Assumptions

1. School personnel often lack an understanding or appreciation of the world of work outside of education. Many have never worked outside the school. If educators are to teach students about the broader occupational society, it is essential that they actually *experience* what it is like to work in the free enterprise system.

2. Business-labor-industrial personnel have many things to teach students about work that today's teachers are not equipped to teach. In addition, some occupa-

tional skills needed by today's students aren't taught in public schools, but could be taught by workers possessing such skills.

Problems

1. Could industry afford to pay educators for the work they do in the business-labor-industry setting? If not, who should?
2. Do jobs exist that would provide educators the kinds of experience they need and still require a short enough training period so that educators could be productive on such jobs?
3. Could industry afford to release some skilled personnel to work in schools part of the year? Could equipment required for teaching also be made available? Should the training be done in school buildings or at the actual work site?
4. Should teacher certification requirements be changed so that business-labor-industrial representatives could be employed part-time as teachers?

ACTION SUGGESTIONS

1. Make two inventories: (a) an inventory of persons with occupational skills who are willing and can be released for a time to teach in the schools; and (b) an inventory of occuptional skills (such as math, typing, etc.) possessed by school personnel that industry might need. Given both inventories, it should be possible to set up exchange programs where neither the school or the industry suffers.
2. Get school personnel involved in working with industry on such things as BIE (Business-Industry-Education) days or Junior Achievement programs. School and industry people need to know each other better before we try to set up any ambitious exchange program of school with industry personnel.
3. Exchange programs will work best when a specific need exists on the part of either the schools *or* industry for skills the other might possess. It is unrealistic to expect that each will need the other at the same time. However, both should and could be flexible enough to respond to needs of the other for personnel. Don't expect exchange programs to work when *neither* schools nor industry feel they need personnel from the other. One or the other should know what they need, why they need them, and what they want them to do.
4. Exchange programs will work better if both schools and industries set up internal teams to work with persons who come to them on an exchange basis. The "exchanged person" is certain to have many questions and needs a quick, easily identifiable resource to turn to when such questions arise.
5. Consider initiating an exchange program by assigning one personnel specialist from industry to work, say, with one elementary school. He could help all teachers in that school incorporate career implications into their teaching. Teachers could then be assigned, on a rotating basis (a few weeks at a time for each), to the personnel department from which the industry man came. Teachers should have enough skills to partially fill the gap left by the personnel man.

2. THE CONCEPT OF FIELD TRIPS FOR STUDENTS

Basic idea

Career Education advocates have proposed that extensive field trip programs be developed so that students (and their teachers) from K-12 have a wide variety of opportunities to observe workers actually performing in various kinds of occupations and work settings. In the elementary school, pupils could learn to appreciate work and the necessity for work. In the junior high school, pupils could see occupations in each of the 15 USOE occupational clusters. In the senior high years, students would observe workers in their tentative areas of occupational choice.

Assumptions

1. Most students will be more likely to enter jobs in the geographic area where they are growing up. Thus, it is important that they learn about work in that area.
2. Pupils can't learn about the world of work only in textbooks. They need to see work being done at the worksite.
3. Teachers would acquire some much needed information about occupations and implications of their subject matter for those occupations if they take students on field trips.

Problems

1. How could industry handle constant calls for field trips so that some work settings are not so bothered as to hamper productivity while others never have visitors?
2. How could industry and school personnel work together so as to ensure that new learnings result from such field trips and repetitive duplication of students' experiences are avoided?
3. Who would or could answer student questions raised during field trips? Follow-up questions that are sure to come after the field trip is over?
4. What kinds of practical plant safety requirements argue against the desirability of field trips?
5. Would it be better to have small student committees, rather than entire classes, make field trips?
6. Do field trips for students affect industry insurance rates?

ACTION SUGGESTIONS

1. Before field trips are taken, the school and the business or industry to be visited should *jointly* agree on *objectives* to be sought by the field trip. Too many field trips take place where school officials don't know what they are looking for an industry doesn't know what to show them.
2. Encourage industries to set up community resource workshops for teachers. In such workshops, teachers could be made aware of what the industry has to offer during a field trip, who the contact person is, and special provisions that need to be made before bringing students in for a field trip.
3. Establish a community resource occupational bank listing occupations and industries willing to be involved in field trips for youth. The local chamber of commerce could establish such a bank. It should contain a description of the experiences possible on a field trip and the name of a specific industry person to contact for making field trip arrangements. Such a data bank could be shared with out-of-school youth groups such as Boy Scouts or youth church groups as well as with schools in the area.
4. It is too expensive for industry to service all students through field trips. Video tapes could be made showing some students on field trips. These could then be played for other students in lieu of their actually visiting industry. If industry representatives could be present in the school to "rap" with students who have watched the video tapes, they might be just as effective as field trips.
5. Feedback after field trips is essential in which industry representatives are present in the school to respond to questions students raise regarding what they saw on the field trip.

3. THE CONCEPT OF WORK EXPERIENCE FOR ALL HIGH SCHOOL STUDENTS?

Basic idea

It has been proposed that some systematic means be provided to ensure that no student leave high school without some actual work experience, paid or unpaid, that would let him or her actually know the rewards and satisfactions that can come from work. Too many students are now passing through our schools who have never worked. They find themselves forced to make occupational choices before they even have experienced what it is like to work.

Assumptions

1. High school students have typically made some tentative occupational choices. By having a chance to work in a setting where that occupation exists, they will acquire a more realistic basis for the choices they have made.
2. If prospective college students acquire some work experience while in high school, they will be more motivated to think about college as preparation for work. In addition, they will gain more respect and appreciation for persons whose work does not require college attendance. Finally, they may be more motivated to work while going to college.
3. Students in the general curriculum need work experience even though they are not acquiring specific job skills in vocational education. Vocational education students need work experience even if it is not in the field for which they are being trained.

Problems

1. Can enough jobs, paid or unpaid, be created so that *all* high school students can get some work experience? How much should they have? Should they have some each year?

2. When would high school students work? Must we think of an etxended school day? Should we think only of a summer program?

3. Should work experience be *required* of all students or should it be offered as an elective? If it is required, what do we do with the student who doesn't want to work?

4. Should work experience programs establish a goal that every student is paid for the work he or she does? Many aren't capable of producing enough to really earn today's required minimum wage. Can reduced wages be paid?

5. If high school work experience programs become massive in scope, would an employer begin to rely on students to do the work of some of his fulltime staff?

ACTION SUGGESTIONS

1. Some type of reward system must be established for students participating in a work experience program. The reward could be in the form of money or students could be paid in academic credit. If only observation of others at work is involved, perhaps no pay of any kind is necessary; but, if students really work, some reward system will be essential.

2. If our goal is work experience for *all* high school students, then work will have to be made available in the public as well as in the private sector. The private sector alone cannot be expected to provide enough work stations for *all* high school students.

3. It would be unwise to *require* work experience for all high school students It will be difficult enough for industry to provide meaningful work experience for students who want to learn what it is like to work. It would not be feasible for industry to take, in addition, responsibility for motivating the student who does not want to work.

4. One work station could serve several students on a rotating basis with each student working, say, only two hours per day. If each, in addition, was expected to undergo the work experience for only part of the school year, it might be possible that one work station might effectively serve up to 20 students.

5. Some provision should be made for rotating work stations to which students are assigned so that they gain different kinds of work experiences. If these are adequately described to students, students could elect different kinds just as they now elect different subjects in school.

6. Careful study should be given to ways through which work experience could be provided students beginning at age 14. To wait until age 16 will be too late for many.

6. THE CONCEPT OF SCHOOL-INDUSTRY JOB PLACEMENT PROGRAMS?

Basic idea

It has been proposed that every high school and post high school educational institution build, in cooperation with the business-labor-industry community, an aggressive job development and job placement program. Career Education advocates are fond of saying that, whenever a student leaves a school, he should either be ready for a job or for further education. The ratio of youth to adult unemployment, having risen for the last several years, is now over 5:1. Career Education will be a farce if it succeeds in helping youth want to work, gives them the skills required to work, but fails to help them find work when they leave school.

Assumptions

1. The USES system of youth job placement services is not now and shows no signs of becoming adequate to meet the needs of youth for work and the needs of employers for qualified applicants.

2. Both employers and school systems would have much to gain from cooperative efforts to establish an aggressive and effective job placement program. Motivation should be present.

3. If really effective job placement programs existed, youth unemployment statistics would decline sharply from their current levels. It is *not* assumed that youth unemployment can drop as low as adult unemployment.

Problems

1. How could a placement data bank, containing current, valid data regarding both job seekers and job vacancies, be established and maintained?
2. Should USES be asked to participate in the program? To coordinate the program? To pay for it?
3. Should schools and the business-labor-industry community share the costs of the job placement program?
4. What system could guarantee job placement services for the former student who wishes to work in another part of the country?
5. Should we be thinking of a program that concerns itself with the total problem of transition from school to work—including follow up of new workers or is a job placement program as much as we can handle?
6. Who is responsible for the student who after leaving school, can't find a job?
7. Should all students be required to register at the placement office or only those who will shortly be seeking work?

ACTION SUGGESTIONS

1. Don't try to operate a placement program without seeking to involve the local public employment office. There is nothing to gain by trying to set up a placement service in competition with USES. Because USES efforts have, by themselves, not always been fully effective is no reason to ignore them in this effort.
2. Problems of youth unemployment are great and grow in severity each year. The ratio of youth to adult unemployment continues to rise. The only direct solution we see is for both the public and private sector to allocate a certain number of job slots for youth. Youth cannot be expected to compete effectively with adults for jobs in a tight labor market.
3. Each school system should have a central placement office with satellite centers in each school within that school system. Data concerning job applicants should be fed from the satellite centers to the central placement office and, from that office, be made available to industry. Similarly, job vacancies from industry should be fed through the central placement office to each satellite center.
4. The local chamber of commerce could, in cooperation with the school system, act as a record center from which information from job applicants could be made available to employers. Such records should indicate the abilities, goals, and aspirations of each student seeking full or part-time employment. School counselors could collect such information from students who seek employment and transmit it in accurate form to a placement office at the local chamber of commerce.

5. THE CONCEPT OF ESTABLISHING OCCUPATIONAL RESOURCE PERSONS FROM THE BUSINESS-INDUSTRY-LABOR COMMUNITY

Basic idea

Many Career Education programs, through both parental and local civic associations, have established large lists of workers from a very wide variety of occupations. Each worker has volunteered to respond, through either phone calls or personal contacts, to requests that come from students, teachers, or counselors for information about his or her occupation. In addition, some volunteer to present information and answer questions before groups of students in the classroom.

Assumptions

1. Workers are the most valid source of information about life styles involved in occupations. It is better to find out what an occupation is really like from one who is in it than from an article describing it. Employed workers who are successful in their jobs can serve as effective models for youth.
2. Many employed workers will be willing to volunteer their efforts to help youth make more intelligent vocational choices.

Problems

1. To what extent do workers need special training in order to perform this service? Who will provide it?
2. How can we be sure that persons volunteering to participate are the kinds of individuals we need?
3. Should both workers who are happy and those unhappy in their occupations be on the list? If only fully satisfied persons are selected, are we unduly biasing youth?
4. Should more than one worker from each occupation be chosen? Since each is in a different *job*, do we need more than one so that an *occupation*, rather than a *job*, can be discussed?
5. Will industry let people off to speak to students in schools?
6. Many of these contacts will result in students asking to see the worker at the job site. Is this something that can be done effectively or should it be discouraged?

ACTION SUGGESTIONS

1. Study Portland, Oregon's program. They collected names of specific workers from 176 different occupations representing 95% of all Oregon occupations. Schools were given this list and can call on any one of these people.
2. Occupational resource persons from industry need to be trained to perform this function. Their training must enable them to discuss life styles associated with their occupations as well as the ability to describe the work they do and the preparation required for it.
3. The climate for this program must be established in the business-industry-labor setting. If chief executive officers from a number of industries form an executive committee (as in Los Angeles' Project 70), they can establish a climate that will encourage volunteers for the occupational resource program. Workers volunteering must feel that their company supports them and will provide them time to participate.
4. A program calling for occupational resource persons from industry to visit in schools requires a central organization structure. The local chamber of commerce might provide this central organization or it could come from a consortium of employers. The school system, too, needs a central organizing agency for this program to work. Both schools and industries need to have contact persons who can be called quickly when problems or questions arise.
5. A number of occupational resource persons from each occupation needs to be recruited for this kind of program to work. You can't keep calling on the same person time after time. Some feedback system is essential so that occupational resource persons can learn how to function more effectively. Such a system will also provide for replacing ineffective occupational resource persons. You can't expect all of your volunteers to be successful when they try to relate with students and teachers in the school setting.

6. THE CONCEPT OF THE YEAR-ROUND SCHOOL RUNNING 16 HOURS A DAY, 6 DAYS A WEEK AND STAFFED PARTLY BY BUSINESS LABOR INDUSTRIAL PERSONNEL)

Basic idea

The year-round high school seems essential to many advocates of Career Education. Under this concept, school facilities would be open 16 hours a day 6 days a week, 12 months each year and would enroll both youth and adults. Advantages inherent in this concept include: (a) Students could choose their school hours based, in part, on when they could get work experience or work-study arrangements in the business-labor-industry community; (b) "Business-labor-industry personnel could teach in the school program without losing time from their regular jobs; (c) Academic teachers could get work experience in industry on a staggered basis since they would be employed on a 12 months basis; and (d) Students would be graduating each month during the year (rather than only in June) which should make the job placement problem easier.

Assumptions

1. School buildings are too expensive to be utilized only part of the day or part of the year.
2. Putting teachers on 12-month, rather than 9-month contracts, would be more efficient and, in the long run, save taxpayers money.

3. Public schools must take much more responsibility for adult education and education of current out of school youth than is currently being done. This would save money over the cost of running remedial non-power programs.

4. Personnel from business-labor-industry are capable of teaching their vocational skills to others.

Problems

1. Is industry ready to support the concept of the year-round school? Initially, it might mean higher taxes. It certainly would demand full cooperation of the business-labor-industry personnel in making available both equipment and personnel.

2. Is there a place for industry's effort to upgrade and retrain workers in the concept of the year-round school?

3. What would be the public's reactions to find (a) students on vacation at various times during the year; (b) some students going to school at night rather than during the day; and (c) some classes that contained a mixture of high school students and adults?

ACTION SUGGESTIONS

1. This will require a major public relations campaign before it can be sold to many communities. Examples of pilot school systems where the year-round school is now working are badly needed.

2. To sell the concept of the year-round school, cooperation of a wide variety of groups, including the local chamber of commerce, service clubs, PTA, and industry advisory councils will be required. These are the kinds of groups that should spearhead such an effort. If the push for the year-round school comes from such a coalition, school boards will be forced to listen.

3. The year-round school concept involves many headaches and tough administrative problems. Different children from the same family will require similar schedules so that their vacation periods coincide with those of the parents. Many schools will have to be air conditioned. Higher education would have to alter their patterns of admission and graduation to coincide with those of the high schools—and that isn't practical unless most high schools are operating on a year-round basis. Great flexibility would have to be built into student schedules so that the constant coming and going of students will not interfere with the development of any particular student. These are but a few of the practical problems to be faced.

4. The year-round school will be essential if work experience programs for all high school students are to become a reality. It will be equally essential to the success of a youth job placement program.

7. THE CONCEPT OF USING RETIRED WORKERS AS RESOURCE PERSONS IN SCHOOLS TO ACQUAINT STUDENTS WITH THE WORLD OF WORK[1]

Basic idea

Several Career Education programs have placed great emphasis on using retired workers as resource persons for Career Education. They have identified such persons from a wide variety of occupational fields. Once identified and solicited, such persons meet with students, teachers, and counselors to discuss their former occupations as it might apply to today's students. They talk about the work values that are meaningful to them, demonstrate the specific vocational skills they used on their jobs, and express their personal opinions regarding their former occupation and the life style it led to.

Assumptions

1. Retired workers have a strong need to continue feeling useful and valuable. To ask them to participate in Career Education offers them a way to enhance their own personal feelings of self-worth and provides students with valuable insights regarding life styles associated with various kinds of careers.

2. Even if the skills of the retired worker are no longer in demand, students can learn much from such workers regarding the value of a work oriented society. Additionally, students can receive graphic illustrations regarding ways in which technology speeds occupational change.

Problems

1. To what extent can retired workers give high school students a realistic view of work and occupations in our current society?

2. How valuable is it to have a retired worker talk about his former occupation without being able to show students the actual work place itself?

3. How valid a view of today's occupational society can be expected to be presented by retired workers? Is change occurring so fast as to make their memories irrelevant to the informational needs of today's youth?

4. Can and should the business-labor-industry community work with schools in recruiting retired persons for Career Education?

ACTION SUGGESTIONS

1. Multiple ways exist to identify retired workers for this program. These include seeking names from Golden Age Clubs, civic organizations (who usually list retired persons separately in their directories), from company directories that list retired former workers, and from labor unions.

2. Employers will be happy to supply lists of persons about to retire. Such persons can provide a ready tie-back to their former employer that will help schools in many ways. It may also ease the shock of retirement for some persons who are looking for something to keep them busy.

3. A referral file of retired persons will be essential for use by school personnel. Such a file can be maintained by a retired person's association or by the local chamber of commerce. If a person's name is on the list, it is essential that someone sees that he or she is called upon to serve.

4. Retired executives may be especially interested in working with gifted and talented students interested in entering the business world.

5. Use a person recently retired and one who retired several years ago from a similar position to show high school students how rapidly jobs and occupations change.

6. Conduct a career day using retired persons as resource persons. Ask them to discuss their entire *career* (not just their last job) so that students will better understand the concept of "career" as a succession of choices made through life.

7. Use retired former workers as classroom aides who will help teachers discover and find ways to emphasize the career implications of their subject matter. Retired workers can teach teachers a great deal about the world outside of education.

8. Establish training programs to train retired persons to work with teachers and with students from the elementary school through the high school.

9. THE CONCEPT THAT WORK SHOULD BECOME MORE PERSONALLY SATISFYING TO THE INDIVIDUAL WORKER

Basic idea

The goals of Career Education are to make work *possible*, *meaningful*, and *satisfying* to each individual. We know we can make the concept of work *meaningful* and, for most persons, we can make work *possible*. However, the extent to which work can be *satisfying* is a function of the work place itself. Studies of worker alienation and causes of worker dissatisfaction are currently very popular. People seem to delight in talking about the impersonal treatment of workers. They speak about the need to give workers more autonomy, more variety in their work tasks, and a clearer picture of the importance of each man's work to the "big picture." Many educators are currently resisting Career Education's emphasis on *work* because they feel that, to ready youth for today's work place is to condition them to a life of drudgery. Others question whether the situation in the work place is as bad as it has been pictured.

Assumptions

1. Worker satisfaction should lead to greater productivity and so should be a goal of employers as well as educators.

2. The goal of making work more satisfying to the worker is a valid and viable goal for Career Education to embrace.

Problems

1. If work is made more possible and meaningful to individuals, is it likely that it will automatically also become more satisfying? If additional tasks are involved, what are they?

2. How can one give workers more freedom to make their own work decisions while still maintaining the essential concept of the discipline of the work place?

How far can you go in letting workers "do their own thing" and still make it clear that everyone has a "boss"?

3. Can and should school systems be involved in the task of making work more satisfying—or is this strictly up to the business-labor-indutry community? If school systems have a role to play here, what is that role?

4. Is the problem of current worker dissatisfaction really a major one? Or is this something that has been over-emphasized?

ACTION SUGGESTIONS

1. Students in schools should learn that hardly anyone is always satisfied with his job. Most people have some days when they like their job and other days when they do not. This is a valuable lesson for youth to learn and think about.

2. Youth should understand the difference between satisfaction with a *career* and satisfaction with a particular *job*. There are some distasteful things about some job tasks involved in particular careers, but the career itself may be very satisfying nevertheless.

3. Youth should be taught that job satisfaction is intimately related to satisfaction with one's total life style. If a person doesn't like his job, it may reflect he doesn't like the life style in which he finds himself. Changing jobs may allow one to develop a different life style. The question of job satisfaction or dissatisfaction is part of a much larger question for most people.

4. Job satisfaction of employees can be increased if employers will communicate to each worker the importance of his job as part of a total team effort. All employers should do this.

5. Young workers need to understand that, at times, their job dissatisfaction will exist because of demands placed on management that are unavoidable. Schools can help if they teach students concepts of responsibility faced by management and concepts of responsibility faced by workers. This isn't done often enough.

9. THE CONCEPT THAT EVERY STUDENT LEAVING SCHOOL SHOULD BE EQUIPPED WITH A MARKETABLE JOB SKILL?

Basic idea

One of the most pervasive concepts of the U.S. Office of Education's career education emphasis has been that the student should not leave the educational system without a marketable job skill. This emphasis has grown out of a realization that, at both the secondary school and collegiate levels, many students are currently being graduated who have no specific job skills. With less than 25% of today's high school graduates becoming eventual college graduates, this concept can become a reality only if vocational education programs are greatly expanded at both the secondary and at the post-secondary school levels.

Assumptions

1. It is possible to provide school leavers with marketable job skills even though these skills may soon become obsolete.

2. This *is* a worthy goal for American education.

3. The general public will support the vast increases in vocational education called for to convert this goal into a reality.

Problems

1. Does this goal ignore the potential of OJT training and apprenticeship training in the business-industry-labor community? If so, what is industry's answer to this goal?

2. Is it realistic to suppose that we know enough about the changing nature of the occupational society so that we could, given sufficient resources, *really* give every school leaver an immediate marketable job skill?

3. Should not some students feel free to enjoy a purely liberal arts education without feeling guilty that, by doing so, they are acquiring no specific marketable job skills?

4. Does industry really want entry workers with specific job skills, or would they prefer to develop such skills after the man or woman is employed?

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ACTION SUGGESTIONS

1. If this concept is to become a reality, some form of OJT will be needed. Some vocational education students are now enrolled in work-study programs where they spend part-time studying job skills in schools and part-time learning more about them as they try to apply job skills in a real work setting. To apply that concept to all students will require that "work-study" become a method of instruction for all students, not a special kind of program for only some students. This means that the method will have to be used with college students as well as high school students. Most students cannot acquire a marketable job skill operating only within the walls of the school.

2. This concept could become a reality if the business-labor-industry community worked with the schools in establishing simulated job training in the school itself. These simulated jobs would be supervised cooperatively by school and industry personnel. It would require additional facilities and equipment over and beyond that now available in most schools. Industry could work with schools in making such equipment available.

3. The term "marketable job skills" should not be considered independent of "employability skills". Youth need to know more than how to do a job. In addition, they need to know good work habits and have a basic understanding of how work can give them a more satisfying and rewarding total life style. Career education should not focus just on marketable job skills. This is too narrow an emphasis.

4. Schools cannot provide youth with marketable job skills by themselves. To attain this goal will demand total community involvement—parents as well as the business-labor-industry community. It is too big for schools to try alone.

5. Begin defining "marketable job skills" in terms of performance evaluation. Paper and pencil tests coupled with grades in school are not enough. Industry should work with school personnel in developing performance evaluation measures.

10. THE CONCEPT THAT EVERY STUDENT LEAVING SCHOOL SHOULD, IF HE DESIRES, BE ABLE TO FIND WORK

Basic idea

Career Eduation seeks to help all students acquire a *desire* to work. An essential ingredient here is a promise, either explicit or implicit in nature, that those who want to work *can* find work to do. With the ratio of youth to adult unemployment having risen each year since 1960 (from 2.2:1 to 5.5:1), it is obvious that it will be difficult to guarantee work, in the form of paid employment, to each youth who may desire to work. At the same time, it is obvious that it is a farce if we instill in students a desire to work, provide them with job skills, but ignore the actual availability of paid employment. To try to solve this problem by convincing youth that volunteer, unpaid workers are always in demand will not "wash well" with today's youth culture.

Assumptions

1. The current rate of unemployment, for both youth and adults, is capable of being reduced.

2. The trend of the last 13 years towards a higher and higher ratio of youth to adult unemployment, can be reversed.

Problems

1. Is it realistic to promise availability of work to youth in view of the current labor market conditions?

2. Can Career Education appeal to youth if we fail to promise that work will be available to adequately prepared persons?

3. If we promote a concept of work that includes volunteers as well as paid employment, do we run the risk of giving youth an unrealistic view of work?
4. Should the government initiate youth work programs for those unable to find paid employment in the free enterprise system?
5. Is the creation of an all-volunteer armed forces a necessary ingredient for giving viability to this concept?

ACTION SUGGESTIONS

1. This concept can become a reality only when we have the year-round school. Work should be made available to youth in the private sector through the chamber of commerce and, in the public sector, through government.
2. Consider revision of the educational system so that high school students could elect a 3-month school experience followed by a 3-month work experience, then back to school for 3 more months, etc. This would make the *concept* of work meaningful to students before they leave school. That concept will be helpful to such students whether they seek paid employment or volunteer work after leaving high school.
3. Career education programs must begin in the elementary school if this concept is to become a reality. If we continue to wait until the senior year, many students will not only fail to find work but, in addition, will not even be properly motivated to work.
4. No one should tell students that all who desire work upon leaving school will be able to find it. We cannot, and should not pretend to guarantee work to all youth who may seek it. Public service jobs for youth may be necessary if we are to come close to converting this concept into a reality.
5. Attention must be given to revising compulsory school attendance laws, minimum wage laws, and child labor laws. As they are now written, this concept cannot become a reality.
6. Consider establishing a kind of "apprenticeship" for all kinds of work. It is time we ceased restricting apprenticeship to just the trade and technical fields.

Mr. SYDNOR. Early this year we published another booklet titled, "Career Education: What It Is and Why We Need It, from Leaders of Industry, Education, Labor and the Professions." It was prepared in cooperation with 24 national organizations, including almost every major education association, along with several other national organizations representing business, women, minorities and labor.

We would ask that it be included as Document No. 2 in the record, Mr. Chairman.

[The document follows:]

CARRER EDUCATION: WHAT IT IS AND WHY WE NEED IT

Our Concept of Career Education

At the outset let us affirm that the highest aim of education is the development of the qualities of character. For in teaching honesty, justice, integrity, and respect for person and property lies the hope of domestic tranquility and good will in our society – the basis for progress.

Another basis for tranquility and progress is a citizenry using fully its talents at work – that is, in those activities, paid and non-paid, which provide satisfaction for the individual and benefit to society.

Career education complements the primary aim of education by pulling back the curtain that isolates much of education from one of the largest dimensions of life—a man's or woman's work. Education and work are artificially separated today, but they were not so divided in the past and should not be so in the future. A linking of education and work is even more important in a dynamic industrial-service economy than in a less complex economy.

Career education, therefore, seeks to remove the barriers between education and work by emphasizing preparation for work as a major goal of American education at all levels – from the elementary schools through the secondary schools and the universities, colleges, and technical institutions.

Career education benefits all students because they will commence work – begin a "career" – at some point in their lives, whether they leave school at age 16 or graduate from the nation's most prestigious medical or law school at age 30. It therefore applies to the student who will seek a graduate degree as well as the potential dropout. It especially benefits indifferent students by making their learning experience relate to the many ways people spend their lives. And it also helps the young woman who needs to be made aware that even though she gets married and has a family she may spend 25 years or more in full-time employment outside the home – and she will spend 40 years or more in the workforce if she does not marry.

Career education expands educational and career opportunities by stimulating interest in the studies necessary to pursue various lines of work, and by giving students preliminary skills to enter any one of a cluster of different careers. It encourages boys and girls and men and women to consider non-traditional, as well as traditional, careers. And it reminds us that in a changing society, education must be a continuing experience throughout our lives, requiring an "open door" access between school and work.

Career education seeks to enable all persons to make personal, informed career choices as they proceed through life. To do this, they must learn to identify their strengths, weaknesses, interests and aversions. They must then relate these to requirements of the world of work and of the various levels and types of education. This process is vital to a fully useful life, since career decisions are often required several times, and include decisions about promotions and changes in assignments as well as the selection of an occupation or profession. Youth and adults who learn career decision-making skills will have greater career satisfaction regardless of changes in the job market.

Career education believes that learning occurs in a variety of settings, and therefore requires relationships with the business-industry-labor-professional community to provide learning experiences not available to students in a conventional classroom environment.

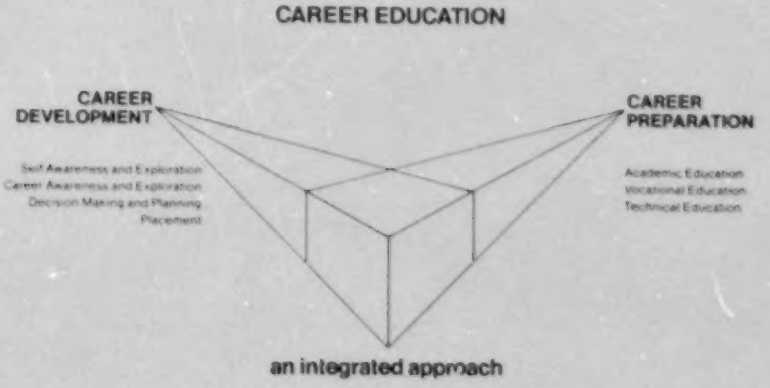
Career education urges that society reappraise its value system to help ensure the respect due all types of work, and to help make unsatisfying jobs more meaningful. It calls for recognition that some technical skills provide services just as useful as

some managerial/professional skills.

Though career education emphasizes the preparation of all people for their life's work, as mentioned earlier it also recognizes that there are other important and proper objectives for our education system. These include education for integrity in human relationships, for effective home and family life, for leisure, for citizenship, for culture, and for mental and physical health. The school experience must always aim to provide for every child and adult the opportunity to cultivate the quality of intellect, as well as the artistic and moral sensibility, that will lead to useful and satisfying lives.

Finally, career education does not mean education without rigor. Indeed, by stimulating interest in learning and thereby in evoking improved student effort, career education offers an important potential for raising the level of student performance in all school subjects.

In summary, career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.



A Reference Guide: Goals and Performance Indicators, Michigan Career Development Program, Michigan Department of Education, 1973

Why We Need Career Education

In many respects the schools are doing a better job of educating our youth than ever before.

However, society demands more of our schools, just as it does of government, religion, and business. The school performance that was judged satisfactory 20 years ago may no longer be suitable for every individual. While there are complex reasons for this change, one is related to the world of work. There are relatively fewer unskilled jobs to fill at a time when more parents are properly demanding full equality of opportunity for their children. There is general recognition that as we move further into a still more complex economy, the relationship between education and work becomes closer each year, and young people need more assistance in deciding on a career.

Career education offers a promising response to this call for education reform by addressing these problems:

—For too many youth, career exploration begins after leaving school instead of during the early learning years when there is ample time to develop areas of work interest and competence.

—Youth unemployment is consistently four times greater than adult unemployment, and turnover is high. Most college graduates stay with their first employer less than three years, and high school graduates often have several jobs their first year.

—Many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities. The individual normally changes occupational emphasis no less than 3 to 5 times during his work life. For education, the lesson is clear: it must increase the individual's "cope-ability"—the speed and economy with which he or she can adjust to these changes.

—There has steadily developed an increased emphasis on "school for schooling's sake." The third grade teacher seems intent on readying students for the fourth grade, the eighth grade teacher on readying students for the ninth grade, and the high school teacher on readying students for college. Instead of preparation for something, education has become, for many students, simply preparation for more education.

—In some schools, much of what happens in the classroom has too little to do with what is happening outside the classroom. They seem to attempt to prepare our young people to take their place in the community by isolating them from the community.

—Seventy-six percent of secondary school students are enrolled in a course of study that has, as its major emphasis, preparation for college—even though only 2 out of 10 jobs between now and 1980 will require a college degree. Thus, almost 8 of 10 students are receiving an education that will primarily benefit only 2 out of 10 students.

—The dropout-failure rate among college students remains among the most stable of all statistics in American education. Forty percent of all who enter college this fall will not make it to their junior year, and 50 percent will never obtain a baccalaureate degree. These adjustments are extremely costly to students and their parents in terms of money, psychological damage, and inability to plan a meaningful future.

Especially in secondary schools the curriculum is typically not realistic in terms of meeting student career needs.

WHAT'S HAPPENING TO THE STUDENTS?

1. Dropouts from U.S. secondary schools

24% drop out of school before graduation

76% actually graduate

2. Choice of curriculum among U.S. secondary school students

76% are enrolled in college preparatory or general curriculum programs

24% are enrolled in vocational education programs

3. Relatively few U.S. secondary school students graduate from college

23% will graduate from college

77% will not graduate from college

Source: *Digest of Educational Statistics, 1974 Edition*, Office of Education, U.S. Department of Health, Education and Welfare

THEREFORE: We need CAREER EDUCATION for all students to reduce the gap between unrealistic educational programs and career needs.

Jobs in the 70's demand specialized training, not necessarily a college degree.

U.S. JOB OPENINGS DURING THE 70'S

20% of jobs require a 4-year college degree

80% of jobs require a high school diploma or training beyond high school but less than 4 years of college

Source: U.S. Department of Labor

THEREFORE: We need CAREER EDUCATION to provide students with insight, information and motivation concerning specialized training as well as professional education.

Glimpses of Career Education

Career education reinforces academic education by illustrating the practical application of abstract principles. A subject such as geometry may appear useless to a bored student, but takes on new meaning and purpose if a carpenter shows how to use the principles of geometry in designing a flight of stairs, or an engineer in designing a bridge, or an architect in designing a gymnasium.

Even the traditional field trip to a zoo has a new dimension when it incorporates the career education concept. The students discover the challenging skills involved in designing the park's ecology, the safety of animals and visitors, the provision of food service, and in maintaining the health of the animals. Thus, a trip to the zoo becomes more than an observance of wildlife: it also stimulates a youngster's thinking about exciting kinds of work.

We have noted that career education cannot take place exclusively within the four walls of a school building, that it must involve the general community, particularly business and government employers and labor unions.

In Boston, for example, school administrators asked the assistance of business leaders in introducing a Flexible Campus Program to supplement the traditional curriculum offerings in Boston high schools.

Under this program, the classroom is only one part of the secondary education system. High school students leave their regular classrooms for expanded learning opportunities throughout the community in order to gain practical knowledge of the business world's opportunities and requirements, to develop realistic career goals, and to begin working actively toward them.

The role of the Boston Chamber of Commerce initially involved establishment of a Business Task Force to undertake an extensive survey of businesses in the Metropolitan Boston area. The results of this survey were published in a "Flexible Campus Resource Catalog" outlining the offerings from business for use by school coordinators and participating students from 14 Boston high schools (16 now participate).

In the Flexible Campus Program, the business community has two major methods by which student awareness of the wide range of career potentials and requirements can be developed:

(1) Mini-Courses – Business persons go to a particular school and teach their professional specialties or interests. Participating students get credit for the courses, which vary in length from two sessions to ten weeks.

(2) Student Work Internships – Students may go to cooperating companies for non-paid, part-time work experience 5 days a week, for 10-15 week periods. Work hours are determined according to the student's schedule, and school credit is given.

The Boston Chamber serves as the clearinghouse between business and the high schools. When a school elects to work with a company from the Flexible Campus Resource Catalog, the high school coordinator checks with the chamber to learn if this particular course or internship has already been chosen by another school. Once cleared through the chamber, the coordinator works directly with a designated company representative in developing a specific mini-course or internship program.

During its first year in 1971-1972, the Flexible Campus Program was available only to 12th grade students. It is now offered to juniors as well as seniors. Additional grades will be included in succeeding years.

In a related career education development, the Boston Partnership Program was recently established. Under this program, a large company or a consortium of small companies work exclusively with one school. This provides for a closer rela-

tionship between participating firms and the individual school.

There are many different approaches for getting career education underway. For success, each effort must accommodate the particular characteristics of the students and the community.

At the Winston Churchill High School in Potomac, Maryland, 87 percent of the graduating students begin college. Accordingly, the career education program focuses on managerial and professional lines of work. Some 150 seniors spend from 10-20 hours a week in the offices of professional/technical/managerial employers in both private industry and government. The employer "sponsors" of this internship program include lawyers, dentists, architects, veterinarians, federal medical and scientific facilities, and elementary and junior high schools.

The sponsors are initially contacted by one of nine career advisers (one for each school department). Some volunteer their time by contacting the school and expressing an interest in the program. The sponsors agree to involve the student in the total activity of the office or other work area. The students agree to learn and contribute as their abilities permit, with the understanding that they will receive no pay or school credit.

In addition to the internship program, the Winston Churchill High School also holds about 40 seminars a year, featuring representatives of business and government. They describe the work of their organizations and the skills and attitudes they seek in their employees. These seminars are complemented by a Career Center that makes information available on a wide range of careers.

Employers, students, and parents are pleased with this means of giving students preliminary experience in lines of work that would not otherwise be available, and that can help them decide the career they will eventually pursue. Now 3 years old, the number of students and sponsors has increased each year. Some sponsors have been "sold" on the program by other sponsors, and other Montgomery County schools are being encouraged to develop similar programs.

In Cleveland, Ohio, the situation is quite different from Potomac, Maryland. School officials in Cleveland became concerned that an increasing proportion of five central schools consisted of students from families on welfare. Too many of these students were dropping out of school, eventually to continue the welfare cycle.

In 1966, a Job Development Program was established for non-college bound seniors. Key persons are a regularly assigned school counselor and a job adviser. The job adviser is a para-professional with industrial experience who knows Cleveland's employers. At each of the five schools the job adviser develops job openings for graduates. During their senior year the students enroll in a job preparation course, to learn to present themselves during job interviews. They also make field trips to various industrial companies.

In the spring, 40-45 companies on an assigned day visit each school. They send ahead descriptions of probable job openings. These descriptions are reviewed by the counselor and job adviser with the students, and interview schedules are arranged, based on a matching of the student's interests and qualifications with the job requirements. Placement of students participating in this program averaged over 90 percent from June 1966 through June 1974. Many have used their earnings to continue their education part-time.

In Mesa, Arizona, increasing numbers of teachers are integrating career education into all subject areas of the curriculum.

A notable example took place recently when a primary teacher from the Hawthorne School made her unit on transportation "real" for her students. She contacted the Community Resource Service which arranges for classroom field trips, guest speakers, tele-lectures, and video interviews, to see if it would be possible to schedule a field trip on a train.

CRS planned a trip to Tucson via Amtrak Railroad. With the assistance of a career specialist, pre- and post-activities were planned to prepare the students for this trip. These activities covered several subject areas. The students used their math skills to determine costs, distance, and time. Reading skills were emphasized when the students did research in various books on types of trains, kinds of workers, kinds of services the workers provide, and the service a train gives to a community, state, and nation. Many of the vocabulary words found during their research became part of spelling games and lessons. Students learned many songs and read poems about trains and workers. As art projects, students not only drew

pictures of trains, but made a large scale model train for the classroom.

While students worked on these activities, the teacher pointed out and discussed how each worker might use math, reading, spelling, art, music, and science. The teacher guided the students on discussions of what kind of personality a person must have for a particular job. Does he or she like helping people? Enjoy traveling? Like working at night and being away from the family? Like working outside or inside?

The students then talked out their own interests and attitudes in relation to performing any of these jobs. Plans were completed for videotaping this experience for future use in the district. As a final pre-trip activity, the class prepared questions to interview the different railroad workers.

On the trip, students interviewed workers with varying skills, training and experience, such as the ticket clerk, loader, chef, conductor, and engineer. Post activities included discussions, viewing of the videos taken and the written, of thank you letters. This experience helped the students develop self-awareness, educational awareness, positive attitudes toward work, and career awareness at their level of understanding.

In another development in Mesa, increasing numbers of teachers are requesting the use of the tele-lecture system. Tele-lecture via a telephone call allows large groups of students to interview people in specialized fields who can be a resource for a particular question in a particular subject, or people in high demand who cannot leave their place of work. Students develop questions that cover not only subject matter, but pertinent personal and career information. Mesa students have heard what Walter Cronkite does in his leisure time, who and what influenced John Wooden to be a coach, how Barry Goldwater views politics as a profession, and a typical day in the life of author/illustrator Ezra Jack Keats.

In the Mesa high schools, students are also able to participate in a work exposure, work experience program. A student may shadow a worker in a given occupation or profession by requesting a work exposure situation. In work experience, a situation is arranged where a student can work along with and perform tasks for the worker. In an approved work experience program, the student earns credit that is equal to one-fourth the credit that would be earned for the same amount of classroom time.

These are but a few examples of the exciting things that are taking place to make schooling more relevant in Mesa, Arizona, by involving the community in an active way.

In the state of New Jersey, the Task Force on Education of the New Jersey National Organization for Women compiled a roster of 200 New Jersey women employed in non-stereotypic careers including molecular biologist, tractor-trailer driver, minister, colonel, sewage commissioner, policewoman, building contractor, superintendent of schools, mayor, bank executive, veterinarian and letter carrier. These women agreed to serve as resource persons for classroom visits and for special "career days." In some cases, trips to the place of employment were arranged.

Because many books and films on career education portray women in only traditional female occupations (nurse, secretary, teacher) and because women role models in these occupations are already visible, the need is to make more visible those women who are employed in non-traditional female work. The list offers a resource that the schools may not have the time to develop but that is extremely helpful in making career education concepts meaningful to girls by offering visible role models to help them realistically expand their career options regarding what is an "appropriate" career for a woman.

The foregoing examples are merely small "slices" of career education, since this concept spans kindergarten through the Ph.D. program. But it is not possible to introduce a comprehensive program among all grades at once, so it is necessary to focus resources on a few grades initially, then expand the application of the concept.

Some Tips on Speaking to Students

Before the presentation

Prior to meeting with the students, it's a good idea to talk with the teacher who has given you assistance. Such a conversation will allow you to:

- Arrive at a clear understanding of what you are expected to do and how much time will be allotted for your presentation.
- Learn the general characteristics of your student audience – their ages, interests, abilities, and background in the topic area – so that you may adapt your presentation to their level of attention and comprehension, and avoid talking over their heads, or, equally important, talking down to the students.
- Advise the teacher of any special needs you may have – filmstrip or movie projector, tape recorder, record player, miscellaneous demonstration equipment, etc.

If you have an opportunity, you may want to rehearse your presentation. After all, even NASA has trial runs, and you'd be amazed at what it will do for your timing!

The presentation: captivate

Use the introductory segment of your presentation to "captivate" your audience:

- Relate your topic to the immediate experiences and concerns of the students. Show the connection between the topic area and the work they are doing in school. Let them know how this information is, or could be, useful to them now as well as later in their lives.
- Put yourself on friendly terms with your audience. This can be done by relating a humorous anecdote, telling an interesting story having to do with your topic, or simply adopting an informal, conversational speaking style.

Educate

There are a number of ways of maintaining the interest of the students as you "educate" them in your topic area.

- Don't rush. Proceed systematically, covering one point at a time. Emphasize key points by repeating and/or summarizing them.
- Consider using audiovisual aids to illustrate or clarify major points. Check to see that all the students can see and hear what you're presenting, and once you're through, remove each item so it won't be distracting later on.
- Display and/or demonstrate tools or instruments associated with your career.
- Actively involve the students in your presentation if you can. You may ask them to participate in a task or event in a demonstration, or you may simply ask them to direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.

Motivate

In your concluding remarks, "motivate" the students to further exploration in your field.

- Pass along any ideas you have for activities that might appropriately follow up your presentation.
- If you have such resources as brochures, pamphlets, posters, or pictures available for distribution, leave them with the students to reinforce the effects of what you've done.

After the presentation

- Conduct a question-and-answer session if you feel that the time can be properly used to clarify issues or correct misconceptions.
- Allow time to circulate any items you may have brought along to share with the class. By waiting until you have completed your presentation to do this, you will avoid the risk of competing with your own materials!

Now, for some specific questions to have in mind as you're telling *Everything You Ever Wanted to Tell About Your Occupation or Profession*:

Elementary, Grades K-6

- What are the duties of my occupation or profession?
- What are my working hours?
- Must I wear special clothing on the job?
- What equipment or instruments do I use?
- What are the working conditions – indoors, outdoors, noise, temperature?
- How are the subjects that are taught in school useful in my work? Which subjects have been the most helpful to me?
- In what ways do I depend on other people to help me do my work?
- In what ways do others depend on the work I do?
- How does society benefit from my work?

Junior High, Grades 7-9

In addition to any or all of the above:

- What kinds of interests and abilities would tend to help a person be successful in my field?
- What are the physical demands of my work?
- What personal qualities are important?
- What factors caused me to select this occupation or profession?
- What are the rewards of this type of work? The drawbacks?

Senior High, Grades 10-12

In addition to any or all of the above:

- What educational preparation is required – high school, trade or technical school, college, on the job training, apprenticeship?
- What jobs could young people do to help prepare them for this type of work?
- What general salary range, fringe benefits, and vacation time are typical?
- What are the opportunities for advancement?
- What are the opportunities for travel?
- Is this work performed in all parts of the country? During all seasons of the year?
- How will technology affect my career?
- In what other areas could I use my knowledge and skills?
- How does my career affect my personal life?

Adapted from material prepared by:
Career for Career Development
Mesa Public Schools
Mesa, Arizona

Career Education and Vocational Education

Vocational education offers training in a wide variety of specific technical and sub-professional skills, and is therefore an essential component of career education. Vocational education should continue for life – as should be true of all education – but it is initially completed at the high school level or in a post high school technical institution or community college.

Examples of jobs for which one qualifies through vocational education include those in the health services, distribution and sales, agriculture, building trades, computer operations, transportation, mechanical and printing trades, and numerous other occupations which typically do not require a baccalaureate degree.

Career education, on the other hand, links learning activities with jobs along the entire range of skills – from the subtechnical to the professional career – and in addition, emphasizes decision-making skills to improve individual choices concerning work and education or training. Career education is therefore all-inclusive in that it encompasses vocational education, academic education, and managerial/professional education, as well as career exploration for career selection. By way of contrast, vocational education has a more limited mission of specific skill training.

Though the vocational and baccalaureate fields of study are delineated, students may shift from one field to another, and often do. The vocational student learning to be a medical technician may, after a period of work, return to college as a baccalaureate student seeking training as a dentist or other advanced level of the medical professions. And the electrician may later decide to obtain a degree in electrical engineering. Though both students may first have to complete prerequisite subjects, their vocational training nevertheless provides entry into a work experience or career field that stimulates further specialization or advancement. Indeed, many colleges are granting credit for work experience that was obtained as a result of earlier vocational training.

The Career Education Team

Career education will never be implemented by individuals acting alone, but by persons acting in concert with those whom they share a common interest or responsibility. Existing organizations—committees, study groups, service clubs, unions, trade and professional associations, chambers of commerce—might appoint an interested and knowledgeable member to act as their representative. Here is a description of persons comprising "the career education team" and what they do.

School Administrators and School Boards

—Obtain support and commitment for career education programs from teacher organizations based on good will and agreement on the need for better education.

—Provide leadership in gaining the support of students, counselors, parents, and community for career education.

—Develop a plan for implementation and evaluation for a curriculum integrated with career education.

—Explain credit eligibility for non-traditional learning experiences.

—Bring together and coordinate the personnel, resources, facilities, and activities of the subsystems that exist within the district.

—Offer inservice programs designed to provide staff with career education concepts, procedures, and materials.

—Develop and support an atmosphere conducive to the utilization of teaching methods designed to meet individual needs.

—Equalize career placement effort with college placement effort.

Classroom Teachers

—Help students develop positive attitudes toward themselves, others, work, and those who work.

—Relate what students learn in a particular subject area to future education and occupational alternatives and how knowledge and skill offered by that particular subject area relate to work and living.

—Reinforce steps in decision making and the importance of students being responsible for their own decisions.

Industry-Education-Labor-Professional Community

—Provides stations for observation and for actual work-study experience.

—Participates in designing realistic curricula for various career clusters.

—Helps develop and administer job placement programs.

—Volunteers as resources in the school.

—Helps develop support for career education.

Counseling and Guidance Personnel

—Serve as a resource consultant to teachers, students, administrators, parents and others seeking information.

—Invite technical and vocational school representatives to college night or career day programs, along with other representatives and employers.

—Provide information related to a wide variety of career options.

—Serve with other education personnel as liaison between the school and the business-industry-labor-professional community.

—Assist in placement of graduating students with employers in addition to providing guidance to others going on to technical schools or colleges.

PTA's, Ethnic and Cultural Groups, Civil Rights Agencies, and Other Service Organizations

—Examine and understand the career education concept.

—Stimulate support for career education among

parents and the community generally.
—Make available to schools the talents of their members as a resource in implementing career education.

The Family
—Helps their children in developing positive attitudes toward work and in acquiring good work habits.
—Helps acquaint their children with the career considerations of different kinds of work.
—Volunteers as resource for the school.

Student Groups
—Serve as advisers to the policy making board for career education.
—Ask teachers to emphasize career implications of subject matter.
—Encourage all students to understand relationships between education and work.

While the foregoing descriptions are somewhat arbitrary, the important point is that a broad-scale introduction of career education requires, in the words of former Commissioner of Education Sidney P. Marland, "bringing the school into the community and the community into the school." This requires a coordinated effort by a career education team that includes many persons not normally associated with the traditional learning process. It therefore also involves new relationships and activities for education professionals.

How to Get Started

"The best way to begin is to begin," says Dr. Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education. Dr. Hoyt is not implying the task is simple. He is saying that there will be little progress until a school trustee, board member, administrator, counselor, or teacher asks a business person or local labor union or chamber of commerce official or other service organization leader to join in a mutual effort to acquaint students with the world of work.

Or until the business person or labor official or other community leader makes the overture to a school leader. The initiative can come from a variety of sources.

A lay person serving as school board member can be an ideal initiator, since the school board sets the policy carried out by professional educators. Other ideal persons for getting change underway include the superintendent, or the director of career education, or a school principal. But with appropriate approval and support, a teacher or guidance counselor can get things started.

The important point is not so much who takes the initiative, but that *someone* takes the initiative. Granted that success is enhanced if the superintendent of schools or the mayor or the president of the chamber of commerce gives full commitment to career education. But in the absence of such action, any other informed persons should work for change. And their first visits should include the superintendent's office, a labor leader, a business leader, and other leaders in the community, to persuade them of the merits of career education and to enlist their support.

And this person should have clearly in mind what it is he or she wants educators and the business/labor/professional/community leaders to do. A specific request for assistance will produce results. A description of a successful school/community program will help illustrate the level and type of active involvement desired, as well as the benefits that should extend to all participants. An employer or union representative will want to know how much staff time and other resources must be committed to a students' work experience or work observation program. A meeting that only describes the problem in a general way, and that offers no proposals for solution or requests for specific kinds of assistance, will produce only general discussion and "turn off" persons who might otherwise provide valuable help.

In many school systems certain aspects of career education are already underway. Some areas have organized career education action councils or industry-education-labor councils as the coordinating body involving key members of the community in carrying forward the career education program on a continuing basis.

The bibliography on pages 17-18 lists sources that describe implementation procedures. Any successful effort must involve citizen participation, good teamwork, and strong dedication. Because tremendous differences exist among school districts and their communities, there is no single procedure for beginning to convert your system to career education. Often it takes just one person to get the ball rolling. In every system and community, however, there are some common processes involved in getting started. The basic steps of a suggested approach are sketched here:

—Organize a "starter group" that includes school board members, school administrators, teachers and their association (union) representatives, and counselors, as well as representatives of business, labor, women's organizations and minority groups, obtain resource materials in career education.

—Explain the career education concept and how it will benefit students and teachers, as well as employers and the community generally.

—Encourage the school board to provide for the in-service education of teachers and to establish a schedule for the implementation of career education.

—Build public support through PTA forums and local radio and TV panel programs.

—Survey employers, labor unions, women's groups and minority organizations, and talk to the employment service to learn trends in job skills. Identify companies that will provide work orientation for students and teachers, including part-time paid and unpaid employment.

—Analyze and recommend priorities for action: where should limited resources be applied? At what grades will you first begin?

—Identify ways of incorporating the career education concept into the curriculum, based on recommendations of teachers and their association (union) representatives, and of local leaders in various careers.

—Provide for continuous review and revision of the program.

Where to Get Help

In every state (and the District of Columbia) there has been a person designated as the Coordinator of Career Education in the State Department of Education. For names and addresses, write to Office of Career Education, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. 20202.

Most organizations listed on the flyleaf can refer you to one or more of their members in your state or city who can offer assistance.

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NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

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JAMES A. RHODES
Chairman

CALVIN DELLEFIELD
Executive Director

December 20, 1974

To: United States Chamber of Commerce
1615 H Street, N. W.
Washington, D. C. 20062

We congratulate the co-sponsoring organizations of this booklet in calling attention of the general public to a national focus on Career Education.

Options of opportunity will be increased through combined efforts of Industry, Labor, and Education.

"A National Policy on Career Education", Eighth Report of the National Advisory Council on Vocational Education, addresses Career Education as a universal necessity requiring the integration of all educational resources.

Consistent with opportunities and limitations of advisory groups, this Council seeks to work cooperatively with all organizations toward achievement of common goals.

Caroline E. Hughes

Caroline E. Hughes
Chairman, Committee
on Career Education

MARTHA BACHMAN • W. HUGHES BROCKBANK • JOHN BUSTAMANTE • FRANK CANNIZZARO • PRESTON CARUTHERS • GEORGE COOK • JO ANN CULLEN • MARVIN FELDMAN
SAL HOFFMANN • CAROLINE HUGHES • ARTHUR LEE • LOUIS LEVINE • DUANE LUND • DONALD McDOWELL • WARREN MEANS
LUIS MORTON • THOMAS PAULSEN • JAMES RHODES • JOHN THIELE • MARGO THORNLEY • DAVID VAN ALSTYNE, JR.

Mr. SYDNOR. Finally, 3 weeks ago during the national chamber's 63d annual meeting we presented a forum entitled, "Serving Youth and Business Through Career Education." The panelists were spokesmen who described efforts their companies have undertaken in this important field as well as the experiences of certain educators in making career education come alive.

The audience answered a questionnaire that indicated that 60 percent of those present were from companies that could provide work experience a few hours each week. Nearly 50 percent said their organization could engage in regular discussions with students and teachers about the type of industry and work at which they are engaged. So we believe that these figures suggest a vast resource of businessmen ready to work with educators in helping our youth make successfully the difficult transition from school to work.

We believe we have learned some lessons in these first few years of career education. First, career education can vitally help all kinds of students, the college bound as well as the indifferent student.

Our publication that we presented as document No. 2 relates for example that in Cleveland the superintendent of schools worked with industry to establish a career education program in five central city schools where 60 percent of the students come from welfare families; 90 percent of the students participating in this program over an 8-year period from 1966 through 1974 have gotten jobs in the community. We think that is a great change and a real accomplishment.

By way of contrast a different comunity altogether is Potomac, Md., here in Washington where over 87 percent of the graduating students begin college. The career education program here focuses on managerial and professional lines of work. A member of our committee is the principal of that high school and has given us details on the success of this effort.

The scope and organizational structure of a career education program can vary widely. In Cody, Wyo., with a population of 6,500, a medium-sized oil company, Husky Oil, has set up a cooperative arrangement to have people learn about the workings of the petroleum industry.

In Boston, 16 high schools and 80 companies participate in a comprehensive program involving 3,500 students. The Boston Chamber of Commerce serves as the clearinghouse, scheduling student work experience among various businesses and also various other community projects, including local government.

The chamber has found out a second thing as far as career education is concerned and we believe that there are examples that show that participation in career education has improved learning results. I think this is one of the question marks that Dr. Hoyt referred to. I am sure he is familiar with the fact that in certain school districts there has been encouraging progress.

In Lincoln County, W. Va., elementary school students participating in a career education program scored 11 percent higher in language arts and 24 percent higher in mathematics than those who were not engaged in a career education effort.

In Dade County, Fla., students in the 4th, 5th, and 6th grades advanced their reading ability more than 50 percent beyond the normal

progression while participating in a 1-year career education program.

We believe that the explanation of these improved records lies in the increased interest of the students in learning and their motivation to learn, if you will. Reading is no longer an exercise simply for learning how to read and therefore today in our schools it has little apparent interest for students. But if it is done in connection with the career education effort it is a means to learn about and to become qualified to do something. Consequently the motivation is provided that is so sadly lacking for many of the 50 million students in our schools across the country.

Third, we know that parents across the land have a lively interest in career education. A national Gallup poll 2 years ago revealed that 93 percent of the parents interviewed want the schools to provide greater occupational orientation in their curriculums. Approximately 23 percent of the students nationally are involved in vocational education. So we are missing roughly 76, 77 percent, of the students who do not have the benefits of vocational training.

This concern undoubtedly stems in part from the fact that even students at the college level, many of them, are aimlessly drifting. The American College Testing Service last year found that 79 percent of the students polled did not know what they wanted to do and perhaps worse, 71 percent did not know where to get help.

Finally, in conclusion, the chamber believes that career education is essential if our young people are to be better prepared to take their place in our economy and society. However, essential to the career-education concept is extensive participation by employers, labor leaders, minorities, and other groups. If career education is to become successful, our major concern is how to get these groups involved, how to get them started. We believe there is a vast number of business and other community leaders willing to work on a continuing basis with teachers and students. But the resource will go untapped unless somebody gets the ball rolling. We believe that should come from the educational fraternity.

Many schools are ahead of business in their knowledge and acceptance of what career education is and have already asked business for help. Some chambers and individual business firms have likewise approached the schools. So a start can be made from either direction. We will continue to encourage our members—we have them in every State in the country—to make that first telephone call or write the first letter. We are urging education associations to do the same. This booklet we put out, we think, gives the grassroots members of these associations as well as our membership the means to get started.

Second, in our opinion, it should be possible to implement career education without a large Federal expenditure beyond the amounts already expended or available.

I noticed, Mr. Chairman, your question to Dr. Trotter. It would be our suggestion that Dr. Marland's Advisory Council, which he described to you here briefly has an assignment from the Congress, as I understand it, to assess what has been done in career education to date, come in with recommendations. We supported the $10 million appropriation for fiscal 1975. I understand there is a similar $10 million appropriation in the fiscal 1976 bill. When Dr. Marland comes

back to you next spring I think the case should be pretty well made.

Chairman PERKINS. You don't know whether you would favor a position at this time or wait until Dr. Marland's report becomes available as to whether the chamber's position would be favoring increased funding for career education since you attach considerable importance to it.

Mr. SYDNOR. We are wholeheartedly in favor of implementing career education. The way Dr. Trotter described it, they have it in 5,000 out of 17,000 school systems. We have a long way to go. When other facts become available we would like to look at them and try to reach a reasonable conclusion. We do believe strongly in maintaining the local approach to education in this country. We don't want to see a monolithic Federal system of education. At the same time the Federal Government has been very productive, I think, in some of its efforts to demonstrate new ideas and help them get off the ground.

Chairman PERKINS. I know the chamber believes in conserving the resources and saving as much money as possible in this country. Vocational training in general has been about the cheapest money we have spent against unemployment. In the long run it is in the interest of Government. Do you favor with all the ongoing programs that we have and with all the additional assistance that is needed by the technical schools, postsecondary and other institutions that you could keep the ongoing programs going and take care of the disadvantaged? Don't you think we are going to have to spend more from the Federal level for vocational and career education?

Mr. SYDNOR. Mr. Chairman, we are in favor of pushing the implementation of this as far as possible. I have had some experience in my own State of Virginia in getting appropriations from our State legislature to get a pilot operation going in two school districts. It is not currently in any way subsidized from any Federal funds. It did have some demonstration funds from the 1972–74 Vocational Act appropriations. The State has taken up where those funds left off in the current 1974–76 biennial.

I would say that this matter of bringing our educational system into successful focus is a big job and certainly local, State, and Federal Government should be involved in it. I would not want to say today that we would not be in favor of additional funds until the facts were available.

Chairman PERKINS. Go ahead with your statement, Mr. Sydnor.

Mr. SYDNOR. We see the Federal role primarily as one of developing career education procedures, disseminating information on successful efforts, and providing technical assistance. The results of such efforts are becoming available and should help provide useful information in adapting curricula to the career education concept and developing industry-education-labor action councils and other working relationships. We will certainly make sure as far as the chamber is concerned that such information is available to our members and the 3,600 constituent local State chambers and trade associations.

We recognize that initial startup expenses, though modest, can be a burden to smaller school districts, especially in areas of high unemployment. There is frequently an expense for professional staff persons and for printing and mailing costs. In some instances funds are

available under the Comprehensive Employment and Training Act to cover some of these costs. We would hope that there is enough interest in localities throughout the country to step in and as we have in Virginia to help fund these things at the State and local level.

We are now spending, I believe, approximately $61.5 billion on elementary and secondary public education in this country. Almost all this comes from State and local funds. So roughly 7 percent is coming from Federal funds. There should generally be adequate local resources available if a small portion of current expenditures are redirected toward career education.

As we see it, career education is not an add-on program in the sense that it is an additional subject. Rather it consists chiefly of placing current subject matter in the context of the world outside the school.

Mr. Chairman, one thing that has encouraged me so far is the fact that in many districts that have implemented career education their cost is not out of line. One school district near my home in Richmond, the costs where they have implemented career education is in line with the statewide cost per student. It is not something on which we have to spend lots more money.

It is necessary to put some seed money in. It is necessary to change the thinking of some of the teachers and the administrators. But it is not something that we have to put millions of dollars into, I don't believe.

Chairman PERKINS. Mr. Blouin, do you have any questions?

Mr. BLOUIN. No, I have no questions.

Chairman PERKINS. I have one question I would like to ask you: Would you favor an amendment requiring local school districts to have career education or vocational education? I am talking about the local educational agencies, advisory councils, that could be composed or comprised of businessmen, labor leaders, the community in general. Would you give us your ideas on that?

Mr. SYDNOR. We feel that to make career education workable and effective such uses at the local level are absolutely essential. Whether they should be mandated I think is a question that might have some further consideration. I would be in favor of encouraging such participation by the various members of the community. I think the fact that there hasn't been such community participation in the past in many parts of the country has led us to the situation we find ourselves in where there are many schools where they are teaching things that simply aren't relevant and the kids are coming out without any preparation and they get to college and they are still unprepared. I mentioned the figure that 70 percent don't know where they are going when they get to college.

Chairman PERKINS. Mr. Quie?

Mr. QUIE. I can understand the need for career education concept development in the elementary and secondary schools, but why do we need it at the postsecondary school level? When you look at all the people in vocational-technical schools, and community colleges, and programs with an associate degree leading to an occupation, and all the preprofessional training in 4-year colleges and universities, premed, prelaw, and so forth, aren't we talking about a limited number of individuals who are following a liberal arts program which may be ignoring a career at the end?

Mr. SYDNOR. Perhaps, Mr. Quie, you came in after I had mentioned the results of a poll that was taken, as I understand it, last year, 1974, by the American College Testing Service, that found that of students in 4-year colleges and universities 79 percent of them polled did not know what they wanted to do.

Mr. QUIE. It is one thing not knowing what you want to do, but it is another thing in pursuing a course of study relating to a career. I imagine a lot of students in vocational and technical schools may not know what they want to do.

Mr. SYDNOR. We would hope that in their taking technical courses they would have a career choice in mind. I would think that a person who had studied to be an architectual draftsman, unless he or she had decided that that was the career that the individual wanted to pursue.

Mr. QUIE. According to the Wilms study a pretty small percentage actually go into the area of their training. I was wondering if that was because they couldn't find a job elsewhere or whether they really weren't certain of what they wanted to do.

Mr. SYDNOR. I think it is because a lot of them are uncertain about what they want to do. The figures would appear to me to indicate that such situation is lamentably true. I am sure you are familiar, Mr. Quie, with the fact that there has been a good deal of reassessment with the necessity of 4-year college degrees as contrasted with technical or community college certificates in certain areas where 1 or 2 years of training are sufficient to qualify an individual to hold a particular type of job. I think we have made a great deal of progress in recent years in making that type of education available to most of those who originally might have gone or wanted to go to 4-year colleges as well as those who without such community or technical institute opportunities would never get beyond high school. I am thoroughly in support of that.

I think the community college system today, if I might go back to the experience in our own State of Virginia, has implemented the career education concept. More than two-thirds of the students in those community colleges are taking technical- or occupational-type courses as contrasted with college transfer courses. I understand that is not true in many other States in the country. But our experience in Virginia has been definitely on career training in the commnuity colleges, which are comprehensive colleges.

Mr. QUIE. What is the percentage of postsecondary students that are not pursuing a course of study leading to a career?

Mr. SYDNOR. How many?

Mr. QUIE. Yes; How many?

Mr. SYDNOR. I really don't have any information on that. At present about 3 million students go into college each year out of the 50 million that are enrolled in elementary and secondary schools. As you know, roughly half of that 3 million finally graduate. So we are talking about a million and a half, roughly, I believe. Tom, do you have any figures on that?

Mr. WALSH. I believe, Mr. Chairman, the number of students majoring in liberal arts, despite greater attention lately about the difficulty they have in obtaining employment, has been increasing. The general experience of students relating to their studies is more closely related

to more technical and specific studies. In other words, a liberal arts graduate may apply and find employment in a whole range of activities. But an accountant, a business administration major, will be found working more closely in the type of study he pursued as an undergraduate.

A recent study by the college placement council found that liberal arts graduates are least in demand by employers as they visit the higher education institutions and that the ideal link is a liberal background with a minor or a major in business administration, accounting, or some technical skill, combining the liberal arts skills with a more specific skill.

Mr. QUIE. Of all students in postsecondary education more than half of them are attending an institution that would not be classed as "higher education." They would be vocational education, proprietary, trade school, and so forth.

Of those who are in what we want to call "higher education," about half of them are in community colleges. Most of them in community colleges are pursuing a career. Then out of the total package I am talking about a pretty small percentage, even of those attending 4-year colleges. Mr. Walsh says an increasing number are pursuing liberal arts.

Mr. WALSH. I think the total in higher education is around 9½ million with around 3 or 3½ million in community colleges. That would leave around 6 million in your 4-year institutions, I believe. That is a large number.

We see the career education experience useful in your cooperative education, your work-study type programs wherein students can get firsthand observation and more important work experience with organization that might become prospective employers if they work things out during the student's study time when he still matriculated at school. It provides a work exposure at the university level that is helpful for those who are unable to decide what they want to do.

Mr. QUIE. I guess I am bothered with those who have yet to decide what they want to do. We have career education in elementary schools and I am sure they haven't decided what they want to do yet. We have career education in high school, and most of them haven't decided what they want to do, I would assume.

Mr. SYDNOR. I think there is quite a difference in the experience, Mr. Quie, of those who have in fact taken part in a career education program and those who may have been touched only lightly with it. This is what to me is a lesson we can learn from the few districts that have really gone into it.

In the case of Cleveland you had a pathetic record of helping the inner-city disadvantaged minority groups students to get jobs before Dr. Briggs went there in 1966 and set up this program on a cooperative basis with the industry in this area. He gets 90 percent of his kids coming out of the schools getting jobs, not just getting a high school diploma and being turned out on the street, but getting jobs. I think it has helped to focus their attention on what is available and the training that is necessary to get a job.

Mr. QUIE. I recognize this. That is probably one of the major areas. I am wondering if we should concentrate career education at the ele-

mentary and secondary level and if we do the post-secondary will take care of itself.

Mr. SYDNOR. I think very much along that line. Even though we can say there are 5,000 out of 17,000 school districts that have some form, I would say that in many of those 5,000 the participation has been of a very limited nature. The consequent benefits of the program are very limited relative to the total enrollment.

Dr. Trotter mentioned that there are five States that have mandated career education on a statewide basis. But then at least 45 have not. There are differing commitments at the State and local level right across the country as to how far they are prepared to go.

There are still a number of those outside the educational fraternity who have a considerable lack of knowledge about what in fact career education is. It is thought of as just a "souped-up" version of vocational education. In our opinion that is a rather limited idea, not the way that you are going to make progress.

Mr. QUIE. It has been the policy for a long time in this country, it seems to me, that young people should not take a job at least until they are over 21. What is the chamber of commerce's attitude about people being employed at an earlier age?

Mr. SYDNOR. Today I believe Congress and the American people have decided that a person is legally a citizen at age 18. So we have stepped down from 21 to 18 by a constitutional amendment of several years ago. I would think that the great majority of students who come out of high school and who are not for one reason or another in a position or not motivated to go to college are entitled to get a job if they are qualified for one. I think the legal age has dropped from 21 to 18. As they come out and get no other education, they should be in a position to get a job. I would assume that you, sir, would feel that was in order. There are more and more who are going on to higher education. I think roughly 55 percent of those which——

Chairman PERKINS. I just want to interrupt you and recess again for about 6 or 8 minutes.

[A recess was taken.]

Chairman PERKINS. Mr. Quie, do you have any more questions?

Mr. QUIE. Does the chamber of commerce have a program of encouraging students to get work experience? Fifty years ago a pretty high percentage of people who finished high school had learned some skill, either on a farm or in a small town where they worked with their father. Now industry has become so complex and so has business, a person has to have security clearances.

Some communities have programs where the students spend a little time with industry to get an idea of what is happening so they can understand the world of work. Does the chamber of commerce have a program to encourage business and industry to engage in that type of activity in the public school?

Mr. SYDNOR. Yes, we do. This is very much a part of our support of the career education idea. But in addition to that in certain programs such as distributive education, I happen to be a retailer and every year we are very anxious and make a special effort to get promising members of the distributive education classes in the schools where stores happen to be located to come to work for us because we find that this is an excel-

lent way to get them after they leave school, full-time employees who understand retail business, who want a career in it and are committed to it. Whereas if we take on young people who have not had such on-the-job training experience, if you will, we often find that they are wishy-washy about what their career is going to be. Sometimes they take the job which is the one they can get at the moment and if they come up with something they think is better they move on. Of course, the turnover in business and industry is a very expensive thing, not only to the businesses but to the community. So we are very much in favor of this. We don't think career education is going to work successfully and be effective as it can be where there is not participation by business in really two major areas.

One is the matter of having input into the curriculums planning, to indicate the types of careers that are available in that community and secondly then to give youngsters this work experience whether it is paid or unpaid while they are going to school.

I think many of the career education projects that have been effective have this as a very prominent part of the whole situation. In our little city of Petersburg, which is near Richmond, where I live, 50 years ago most of the parents in a school attendance area knew some of the business people. Now in some school attendance areas there are very few business people, meaning the center city situation where stores don't exist anymore. Even where the businesses do exist in the community or in the school attendance area, because of the nature of it, parents don't know who the manager is.

Mr. QUIE. To what extent have you overcome that problem?

Mr. SYDNOR. Local chambers have in many instances been clearinghouses for broadening opportunities for part-time employment, participation in on-the-job training. Boston is one example. Dallas, Tex. is another one. Local chambers have been very, very active in that regard. It goes on down to the very small communities where the chamber's and activities are much more limited. The national chamber is encouraging these efforts all over the country.

Mr. QUIE. Is the movement toward larger and larger schools, drawing students from larger and larger areas, working against your best efforts or is it no problem?

Mr. SYDNOR. You are speaking of rural school consolidation?

Mr. QUIE. I am talking about major cities because rural school consolidation is pretty much completed. One purpose is to get a racial mix in the schools. I support the idea of having a racial mix where it is possible and I know the chamber does too. I want to leave that violate issue and go strictly to the question: Do larger schools drawing from a larger area work against your best efforts?

Mr. SYDNOR. I really don't feel qualified, Mr. Quie, to comment on that. I would say that you have successful career education experience in cities the size of Cleveland and Boston. They are not the size of New York or Los Angeles. I understand the career education program in Los Angeles has been very extensive. I believe that is close to the size of New York. New York City also had a career education program which has made some progress, to my understanding.

I would say when you have children from the center-city area, that is where we need the career education concept more definitely than

anywhere else. They have the greatest handicaps to overcome. Teaching them presents greater challenges.

So I look to career education to give some hope to both those youngsters and their teachers. I think you would agree with me that today very often the students and teachers are frustrated under the old system of education.

Career education as we see it based on the experience to date gives some hope for success for both the students and teachers, particularly in those inner-city schools.

Mr. QUIE. I will give you an example, one visit I made to the only high school in Philadelphia, which I think has about 4,500 students. They had to have a policeman in every corridor in the school. They had to close the cafeteria because it was too dangerous. Too many people were being hurt because the things we eat with are also weapons. The career education program was the only program in the school that I could see that was reversing the trend to more and more violence, something to give meaning to the kids and reduce the violence. It seemed to have some hope to it.

Thank you, Mr. Chairman.

Mr. SYDNOR. That would certainly be the experience in Cleveland also.

Chairman PERKINS. Let me thank you very much, Mr. Sydnor.

We have to go over to the House floor again.

Mr. Miller?

Mr. MILLER. I have no questions, Mr. Chairman.

Mr. SYDNOR. Thank you, Mr. Chairman. We appreciate the opportunity.

Chairman PERKINS. We will be right back after we answer the quorum.

[A recess was taken.]

Chairman PERKINS. The committee will come to order.

The entire panel, come around, Dr. Collins, project director of the Kentucky Valley Education Corp., Dr. Wilson, president of the Wayne Community College in Detroit, Mr. William A. Horner, president of the Southwest Iowa Learning Resources Center and Dr. Lee Bowen, supervisor for Career Education, Prince Georges County.

We will start with the Kentuckian. Dr. Collins?

Without objection your prepared statments will be inserted in the record and you can proceed in any way you prefer. Go ahead.

[Prepared statement of Dr. Owen Collins, follows:]

PREPARED STATEMENT OF DR. OWEN COLLINS, PROJECT DIRECTOR, REGION XII, CAREER EDUCATION PROGRAM, HAZARD, KENTUCKY

I. INTRODUCTION

A. On behalf of the people in Region XII, the Executive Director of Kentucky Valley Educational Cooperative, Mr. Elwood Cornett, the Regional Career Education Staff, and myself, let me express appreciation for the opportunity to present testimony to this distinguished committee. We are particularly honored in that our own Congressman, The Honorable Carl D. Perkins, is Chairman of this Committee which has done so much for education throughout the United States.

II. BACKGROUND INFORMATION

A. Region XII in Kentucky encompasses eight (8) counties: Breathitt, Knott, Lee, Leslie, Letcher, Perry, Wolfe, and Owsley. These counties represent a geographical area of two thousand five hundred thirty-eight (2,538) square miles.

B. The economy of the area is essentially dependent on the coal industry. While the coal industry has been strong in recent months and years, there is still a hard-core of families dependent on government assistance. According to the latest information from the Department of Economic Security, sixty percent (60%) of the families qualify for the Food Stamp Program. In addition, there is seventy-one and six tenths percent (71.6%) of the school children eligible for ESEA, Title I benefits.

C. The geography of the area is essentially rural and mountainous with small towns and cities found usually as county seats.

D. The Region XII Career Education Program is sponsored by the Kentucky Valley Educational Cooperative, Education Region XII, State Department of Education, Frankfort, Kentucky. The Board of the Kentucky Valley Educational Cooperative is composed of all the Superintendents in the Region plus the Directors of the Hazard Area Vocational School and the Hazard Community College. In addition, the University of Kentucky, Eastern Kentucky State University and Morehead State University have advisory members on the Board. Finally, the Kentucky Valley Educational Cooperative is administered by an Executive Director, Mr. Elwood Cornett.

E. The Region XII Career Education Staff is composed of four (4) component directors and an overall director: Mr. Avery Stidham, Awareness Component Director; Mr. Harlan Woods, Jr., Exploration Component Director; Mr. Gordon Cook, Preparation Component Director; Mr. Bill Burke, Guidance Component Director, and by a Director, Dr. Owen Collins.

III. THE HIGHLIGHTS OF REGION XII'S CAREER EDUCATION PROGRAM

A. First year, February 1, 1973–February 1, 1974:

1. One thousand two hundred and five (1,205) units were developed and taught by seven hundred fifty-five (755) different teachers—more than one-half (½) of all the teachers in Region XII;

2. These units reached twenty thousand six hundred eighty-nine (20,689) different students—nearly two-thirds (⅔) of all the students in Region XII;

3. Three hundred forty-seven (347) teachers who did not participate in the summer workshop developed and taught career education units;

4. One thousand two hundred eighty-seven (1,287) resource persons visited the classrooms in Region XII;

5. Three hundred eighty-eight (388) field trips were conducted in behalf of career education;

6. Ninety-four (94) school advisory meetings dealing with career education were held;

7. Twenty-seven (27) floats in parades depicted the theme of career education; and

8. Two hundred ninety (290) newspaper articles and/or pictures concerning career education appeared in local newspapers.

B. Second year, February 1, 1974–February 1, 1975:

1. One thousand four hundred and one (1,401) Awareness Units were taught by nine hundred and ninety-nine (999) teachers;

2. Two hundred and twenty-nine (229) Exploration Units were taught by three hundred fifty-two (352) teachers;

3. Twenty-two thousand nine hundred eighty-four (22,984) different school children have been involved in career education;

4. One thousand two hundred eight-seven (1,287) resource persons were interviewed in the classrooms in Region XII;

5. Nine hundred seventy-four (974) field trips were made during the year;

6. Two hundred thirty-six (236) school advisory meetings were held; and

7. Eight hundred ninety-six (896) local newspaper articles concerning career education appeared in local newspapers.

C. Third year, February 1, 1975—

1. An orientation meeting for secondary and post-secondary administrators was held on February 13th with over ninety percent (90%) present.

2. Involvement of seventy-four and fifty-two hundredths percent (74.52%) of all secondary and post-secondary school personnel in a fifty (50) hour block of in-service designed to reorient the curriculum toward more effective preparation of students for the world-of-work.

IV. PROBLEMS WITH IMPLEMENTATION

A. One of the problems which the Region XII Career Education Project has had has resulted from our funding pattern. We have been on an annual funding basis, and although the general communication at the beginning of the project indicated a three (3) year project, there was no "solid" assurance that the project would be funded for more than one (1) year. This annual funding has created a degree of tenuousness on the project staff and the people with whom we work that hampered the implementation of the Career Education program. Although there are positive aspects to annual funding such as being required to produce effectively and up-dating the program through annual proposals, these factors are outweighed by the absence of a "solid" commitment from the funding sources.

B. The second problem is related to the first: Tradition is strong in education (Someone has said that it is easier to move a cemetery than to change a curriculum.) and the conception of education of preparing students for the next highest grade level is a difficult one to alter. To retain the strengths of the present curriculum and to alter the ineffective elements without threatening those who are involved requires skill, patience, and considerable in-service with school personnel. To secure cooperation and input from the business-labor-government-industry-community requires energy and time and is most fruitful over a period of years. To solicit and utilize effectively input from the students' homes similarly requires diligence in a long range effort. Thus, the point: Career Education must prove that it is not just a "flash in the pan" in order to gain the trust and commitment of all participating parties.

C. A third problem is somewhat related to the second: The State Department of Education in Kentucky has not, as of yet, taken a definitive position concerning Career Education. It would be much easier to implement a Career Education Program if the State Department heartily endorsed it.

However, Career Education has received strong support in recent months from a legislative subcommittee for the State of Kentucky. They are answering what they perceive as a clear call on the part of the Governor of the Commonwealth in particular and the public in general for Career Education changes within the schools.

D. There has been a problem of involving guidance counselors enthusiastically in the Career Education movement. To be sure, Career Education calls for them to assume a much more active leadership role in the school program and to work through teachers in modifying the instructional program Whether counselors will accept the "new" role of the guidance counselor in Career Education is problematical at this point.

E. Finally, teacher training institutions in the Commonwealth of Kentucky until recently have done little toward incorporating Career Education into their teacher training programs. The expense of training teachers in Career Education would be greatly reduced if "new" teachers emerge from their teacher training programs fully equipped to handle Career Education.

V. RELATIONSHIPS AMONG CAREER EDUCATION, VOCATIONAL EDUCATION, AND CAREER GUIDANCE

A. Career Education emphasizes all careers whether they be what is traditionally known as blue-collared or white-collared, whereas Vocational Education generally tends to emphasize what has been traditionally known as vocations. Career Education in the schools encompasses grades one (1) through post-secondary, whereas Vocational Education normally does not begin until high school. Career Education emphasizes awareness, exploration preparation, and guidance, whereas Vocational Education emphasizes only preparation. Thus, Vocational Education is part of Career Education whose scope is much more encompassing.

B. The distinction between Career Education and Career Guidance can best be described by stating that Career Education is essentially a system, whereas guidance is essentially a service—much needed—but a service nonetheless. For example, Career Education attempts to reorganize the curriculum so that the subject area is related to performance tasks in the work world. English is not taught for the sake of English, nor math for the sake of math, nor biology for the sake of biology; but rather the subject areas are brought to bear on the functions of careers in carpentry, engineering, health, home-making, communications, etc. It integrates and incorporates relationships. It requires changes from traditional subject matter approaches of instruction to one where the learners become the focus. Thus, Career Education is essentially a task oriented performance system of education which must have a strong guidance component in order to be maximally effective. It is doubtful that Career Guidance can make the instructional change which Career Education attempts to effect.

STATEMENT OF DR. OWEN COLLINS, PROJECT DIRECTOR, KENTUCKY VALLEY EDUCATION CORP.

Dr. COLLINS. I have submitted a prepared statement. I will not go into that. I will simply summarize where we have been and some of the difficulties and problems that we have.

Fore the benefit of the committee, we represent a region in eastern Kentucky of which the chairman of this committee is also a resident and a very able representative of our people. Essentially this region is mountainous, rural. It has a single industry of coal mining. Even though the mines are booming right now there is still considerable unemployment and difficulties as far as the economy is concerned.

We began our project February 1, 1973 with a grant from the Appalachian Regional Commission. We are now into the third and final year of that particular project. We feel that we have had a great deal of success in working in career education with these people. A man told us when we first began that there was no way in "blank" that we could proceed with this in that region because it is not heavily industrialized and doesn't have a lot of the things that a lot of people think are necessary in career education.

But during the course of this project we have been able to involve a great number of the school personnel. We have been able to reach 22,000 kids with career education. It isn't a terribly comprehensive program at this point because you have to take small steps and gradually move on to the more complex.

Chairman PERKINS. You are talking about school kids at what grade levels?

Dr. COLLINS. I am talking about grades 1 through 12, with a little bit of spillover into grades 13 and 14.

Basically we start out with the elementary school and then move to the junior high school and then on to the senior high school. One of the very gratifying aspects of our work so far has been the response of the secondary teachers to our program.

We just finished a 50-hour block of inservice with these teachers. We had 74.5 percent of the secondary teachers involved with us in this program. A lot of people have said that it is real difficult to do it at the secondary level. But we felt like we were very successful.

The kinds of things we have are primarily subjective at this point because our research has not been done. We did a pretest and now we

are fixing to do the posttest. So we don't really have hard data as such, except that all the indications are indicating that students are staying in school better and they are learning more effectively the subject areas that they were called upon to learn and there is a strengthening of teacher morale. We see teachers talking together about what they are trying to teach. They are aiming at something now rather than just preparing kids for the next highest grade level and this kind of thing.

So there are many side benefits to the program that we have. I guess the big problem—and with this I will close my summary—we have really just begun the curriculum reorientation that career education calls for. As you are aware, the school districts in our State are not heavily financed. We have superintendents that are running in the red quite a bit in our area. They do not have money for the coal that their schools use, you see?

So the question that comes about is, is this effort going to be wasted at this point or can we pick up with some further initiative? I don't see how the State can do it, either. It would appear to me that if career education is going to be sustained and continued it must have some kind of Federal support, at least for our region. So with that I will close my summary.

Chairman PERKINS. Go ahead, Dr. Wilson, before we have any questions.

[Prepared statement of Dr. Reginald Wilson follows:]

PREPARED STATEMENT OF DR. REGINALD WILSON, PRESIDENT, WAYNE COUNTY COMMUNITY COLLEGE

Mr. Chairman, thank you for this opportunity to appear before this Subcommittee of the House Committee on Education and Labor to make a statement about career education and about needed legislation addressed to career education development. It is important that I am here representing *both* Wayne County Community College and The National Urban Coalition since both share common concerns about the need for increased educational opportunity for and the economic betterment of poor and minority people. Wayne County Community College is particularly concerned about the urban, working class population which makes up the base of its student body. Indeed, the college of first choice, of those of this population who are fortunate enough to go to college, is increasing our still growing community college, while four year college and university enrollments are declining around us. The National Urban Coalition is especially concerned about this population, which in our larger cities is predominantly made up of racial minorities and poor people. Three of the Coalition's participating constituencies—business, labor and central city residents—are particularly concerned about closing the gap between our schools and the world of work.

Career education as a concept offers much of the needed initiative for substantive change in education and in the world of work/education relationship. Its positive attributes address areas of concern which have long been underemphasized in contemporary educational practice. On the other hand, there are cautions one is compelled to raise with regard to the concept lest it become an avenue for negative and retrogressive trends in education.

On the positive side, career education recognizes clearly that much of present day schooling is irrelevant to students' needs and artificially constructed in its relationship to the "real" world. (1) In addition, career education recognizes the need for the infusion of work-related involvements at every stage of the educational process. Moreover, career education recognizes the need for education to address the whole person, both in the person's humanistic-cultural preparation and in the person's ability to function in a work environment at any school leaving point.

On the negative side, career education, to date, has been limited in its focus on the needs and concerns of the urban minority and poor populations. Indeed,

most viable programs exist in suburban areas and not in inner city schools.(2) Secondly, career education has the latent potential for contributing to the tracking of minority and poor students into low level and dead end jobs. No wonder the concern expressed by some Black educators that "career education . . . could really help Black people if done well. Or it could really be a counterproductive force which will hurt them."(3)

In a position statement adopted at its National Conference on Career Education, held at Racine, Wisconsin on October 21 and 22, 1971, The National Urban Coalition pointed out quite clearly and correctly that "1) Public schools, particularly urban schools, have deteriorated to the point where many students do not attain even minimal reading, writing, and computing skills, 2) youth unemployment has grown at a dramatic rate, partially as a result of the failure of the education system, partly because of the migration of industry out of the inner-city and the increasing complexity of the job market, partly because of the decrease in job opportunities. Whether for one reason or another, the result is that many people do not develop basic skills and do not find employment."(4) The full text of The National Urban Coalition's Position Statement is being made available today to members of the Committee.

In our overwhelmingly urbanized society, and with most of those urban areas disproportionately populated by racial minorities and the poor, we are crucially concerned with the deteriorating quality of education and rising unemployment in these areas.

The consequences of lack of career preparation for citizens in these areas are bleak: "Two and a half million young people each year are leaving education with no planned career, and few—if any—marketable skills . . . In 1970–71, there were: 1) 850,000 elementary and secondary school dropouts, 2) 750,000 general curriculum high school graduates (and) 3) 850,000 high school graduates who dropped out of college without completing the baccalaureate or an organized occupational program."(5) More devastating, "the general (high school) curriculum is one that provides no future goals for the student and preliminary estimates indicate that the general curriculum accounts for: 70% of the dropouts; 88% of the MDTA trainees and; 78% of the penal inmates."(6) The need for career education is starkly clear.

The need for career education is perhaps nowhere as clear as in the City of Detroit. With the slump in the auto industry during the current recession, Michigan has the highest unemployment in the nation. With over 600,000 people out of work, the State's unemployment rate exceeds 16% and is at a plus 30% depression level in the mostly Black inner-City of Detroit. Detroit has the sixth largest school system in the country with 255,000 students, 75% of whom are Black. On the state assessment tests of academic achievement, Detroit students consistently score in the lower categories. In some schools over 20% of the school-age population over age 16 has dropped out, been pushed out or otherwise excluded for various reasons. To compound these devastating problems, Detroit is currently in turmoil and racially divided over a soon to be implemented desegregation and busing plan that is at this moment being argued in the Federal District Court.

If any reason needs to be given why substantial and effective career education legislation needs to be enacted, Detroit is that reason. Many of the students in the Detroit schools are doomed to educational and occupational failure unless viable educational and vocational opinions are developed for them. Many of the adults in Detroit are doomed to continued unemployment because of limitations in job preparation and their lack of alternative work skills or capabilities.

What can career education do? It can broaden the fundamental educational base of the person while simultaneously preparing that person to be employable. A typical case is exemplified by one of the graduates of Wayne County Community College: A 27 year old mother of three who dropped out of high school to get married. She enrolled at the community college and received an Associate Degree as a Community Aide Worker in 1972. She was thus able to secure employment as a para-professional in a city social agency. She continued her education at Wayne State University, received a B.A. degree in 1974 and is now teaching in the Detroit Public Schools while going to graduate school in the evening. There are dozens of similar examples that can be cited to illustrate the potential for educational enhancement and improved employability that is at the heart of the career education concept and is applicable to the education/work spectrum from kindergarten through graduate school.

However, such opportunities are presently accessible to only a relatively few persons and current planning and resources are totally inadequate, given the magnitude of the problem. Nevertheless, some tentative but exemplary progress is being made in a few areas of career development. For example, Wayne County Community College received a Federal grant to initiate an Associate Degree Registered Nurse program and received State funding to begin a Dental Assistants program. Both of these programs, as well as others, are beginning to provide sorely needed health professionals in the Metropolitan Detroit area. In addition, a Career Education Planning District (CEPD) has been established for Detroit, and every other Michigan school district, as a result of the State Legislature's passage of Public Act 97, mandating the development of statewide career education plan by September, 1975. But what is sorely needed can only be provided by a large-scale Federal program based on comprehensive career education legislation that systematically coordinates and promotes school, community, business and labor interaction for the educational and economic development of the entire citizenry of the nation. Even the best efforts of enlightened state and local governments and private groups will fall short unless there is a serious and sustained national commitment.

We need not start from ground zero. Some modest but creative pilot programs exist which can serve as models for more broad scale national implementation. For example, in Detroit, a public utility, Michigan Bell Telephone Company, has "adopted" a Detroit high school by providing cooperative work/study training both in the school and on the job with the company. This is a small but relevant example of the need for substantial legislation and Federal aid to underwrite such efforts on a national scale involving millions of young and older people.

The kind of legislation that is needed is that which will promote the public and the private sector working together and that will facilitate a partnership between the schools, business, labor and government. That is the kind of model which motivates the working of The National Urban Coalition and its affiliate bodies around the country. New Detroit, Incorporated, the local coalition in the Detroit area, has such a cross-section of constituencies sitting on its Board of Trustees. For example, the Board has on it significant grassroots, poor and community representation. In addition, businessmen like Henry Ford, Lynn Townsend and Richard Gerstenberg are board members. Top labor leaders such as Leonard Woodcock and Thomas Turner also sit on the board. Despite its massive problems, Detroit has initiated some structures, model programs and strategies of action from which experience can be drawn some concepts for specific, comprehensive and broad scale legislation at the Federal level for the development of career education in its fullest sense.

In order for viable career education legislation to have meaning obviously requires more than just the needs of the schools, as the foregoing discussion has indicated. Unfortunately, most talk about career education has been done only *by* educators or *to* educators. It is vital that education legislation must influence, and be influenced by, economic and labor legislation. One must seriously question the premise that "a freer play of market forces will best achieve federal objectives in postsecondary education." (7) One cannot educate for careers in the schools and leave to the free play of the market the availability of jobs. Indeed, to talk of "full employment" as requiring a tolerable level of 4% unemployment which one must resist reducing at the risk of inflation, is immoral. (8) In that regard, passage of legislation like the Humphrey-Hawkins Full Employment Bill is a vitally needed adjunct to any meaningful career education legislation.

In addition to full employment legislation "we must batter down the multitudinous economic wall, from apprenticeship rules to occupational licensing and professional standards, which keep so many pleasant and rewarding jobs closed to so many 'other Americans'." (9) That is, labor legislation must correct traditional racial restrictions on entrance to apprenticeships and reduce artificial licensing requirements which have no relevance to job performance.

Moreover, there must be vigorous enforcement of the various provisions of the Civil Rights Act of 1964: Title VII, which bars discrimination in employment because of race, color, religion, national origin or sex; Title VI, which bans similar discrimination in programs receiving Federal funds and; Title IV, which provides financial and technical assistance to desegregating school districts.

It is my position that career education legislation is relatively meaningless without accompanying economic, labor and civil rights legislation. To prepare for a career is only as important as having meaningful *access* to that career.

There are some particular needs of minorities in career education which must be stressed if they are not to get lost in the general concerns of all who need career education. For example, despite the correct perception of the relative overproduction of baccalaureate degree holders, it cannot be over-stressed that there is an urgent need for the continued and *increased* production of Black, Chicano, women and other minority professionals *exactly* because of their previous exclusion and proportionate underrepresentation in the population. For instance, although Blacks make up between 12–15% of the population, they represent only 4.1 of those in graduate and professional schools. (10) "In the Classic PPBS manner, career education for black professional development would first quantify the needs for added black professionals to provide a solid basis for planning." (11)

Dr. Thelma Jones Vriend stresses the additional need of minority students for multi-cultural curricula and specialized counseling and guidance: "Minority students no longer feel beyond redemption, and stress the importance of their own culture and values. They often demand that these values be reflected in the educational process . . . Students acting on the basis of their own attitudes and perceptions need continuing guidance from competent specialists." (12) Nevertheless, national surveys of students responses to career counseling reveal that "many students react unfavorably toward counselors, claiming they do not understand pupil needs, offer unrealistic advice . . ." (13) These reactions are even more unfavorable among minority students. Thus, despite the increased need, the likelihood of quality counseling and guidance for minority students is even less probable of occurrence.

Finally, and most importantly, career education must insistently redefine work as requiring to be humanely meaningful and necessitating a re-ordering of our societal values. If the above concerns are faced clearly in all their complexity, they will not just benefit minorities but will benefit all Americans to the ultimate benefit of the total American society.

CAREER EDUCATION

Report of a Wingspread Conference

sponsored by

National Urban Coalition

and

Racine Environment Committee

in cooperation with

The Johnson Foundation

October 1974

Report prepared by
Peter Slavin

PREFACE

It was neither accident nor casual decision which brought The Johnson Foundation to its role in supporting a National Conference on Career Education, with the National Urban Coalition and the Educational Assistance Program of the Racine Environment Committee.

The Johnson Foundation has a history of support of programs in the area of education and in the area of equity for minority citizens. The Wingspread Conference on Career Education for Minority and Low-Income Students, reported on in this publication, represents the "coming together" of these two areas of interest in an important way, at a significant time. For these reasons we were pleased to cooperate with the two sponsoring organizations in the career education conference at Wingspread.

In recent years we recall with pride The Johnson Foundation's cooperation with the National Urban Coalition on three other Wingspread conferences:

- a National Conference on Overcoming Barriers to Public and Private Investments in the Nation's Cities, February, 1973;
- a National Conference on Legal Health Issues, April, 1974;
- a National Conference on Revenue Sharing, June, 1974;

The Racine Environment Committee has been the urban coalition of Racine, Wisconsin. The Educational Assistance Program of the Racine Environment Committee grew out of a meeting held at Wingspread in 1968. At that time

Racine citizens, including businessmen, met with Dr. Jerome Holland, then President of Hampton Institute.

During seven years of generous and unfailing support from business and industry in Racine, Wisconsin, the Educational Assistance Program has provided scholarships and services to approximately 600 low-income and minority students from the Racine area. This support has enabled them to attend post-secondary educational institutions of their choice - technical schools, colleges and universities.

This publication on Career Education is made available by The Johnson Foundation as part of its educational outreach program; to share with a reading audience the discussions which took place at Wingspread.

Another educational outreach of Wingspread conferences is The Johnson Foundation's public affairs radio series, Conversations from Wingspread currently broadcast on 80 radio stations throughout the United States. Two radio programs were recorded at the time of the Wingspread conference on "Career Education."* One was a discussion of Career Education and its relationship to minority citizens. The second was an interview with Kenneth Hoyt, Associate Commissioner, Office of Career Education, United States Office of Education. The latter program received a 1974

* Tapes of these programs are available to educational institutions without cost from The Johnson Foundation, Racine, Wisconsin 53401

Freedoms Foundation Honor Certificate, awarded for programs which help "to achieve a better understanding of the American Way of Life."

We hope that the dialogue of the Mid-Appeal conference, the public affairs radio programs, and now this publication will bring new dimensions to existing and new programs in "Career Education."

[illegible] Suffrath
President
The Johnson Foundation

FOREWORD

The National Urban Coalition is an organization concerned with the well-being of the Nation's central city residents, particularly minorities, working class, and low-income. The Coalition's main concern in convening this national conference on career education for minority and low-income students was with making career education for this segment of the population a reality.

The National Urban Coalition seeks to:

- use career education to keep options open for the millions of students in this group - to attract these young people both to institutions of higher education and to satisfying work and, in the process, give them a reason not to drop out of school;
- help formulate a useful definition of career education that will guide all of us trying to put this idea into practice; and
- develop legislation and programs in this field at the federal, state and local levels.

We believe all this can be done if the private and public organizations which share an interest in the education and training of young people in the cities will collaborate. If career education is to become a vital part of urban school systems, business, labor, and service organizations must pool their resources with government at every level, especially the federal departments of Labor, Commerce, Agriculture, Interior and Health, Education and Welfare. It is public-private collaboration which offers the main hope for bringing career education to the central city's working class, low-income and minority residents, who need it most.

We acknowledge and appreciate the assistance of the Racine Environment Committee, a local affiliate of the National Urban Coalition, and the cooperation of The Johnson Foundation in convening this National Conference on Career Education.

M. Carl Holman
President
National Urban Coalition

INTRODUCTION

The nation seems agreed that the need to reform our educational system is urgent. Parents, teachers, students, business and labor, minorities and the poor, all find fault with the schools. If there is a central theme to these criticisms, it is that many children are not coming out of school prepared for meaningful lives. Career education is a response to the cry for reform.

Career education constitutes an attempt to prepare young people for life better than mere book learning does by fusing the academic and working worlds. It aims to teach students how to apply what they learn so they can make a living and cope with the work-a-day world beyond school. Career education is not an addition to the curriculum; rather, it is infused into all subjects. It means teaching students not only marketable skills but "coping skills" such as balancing a checkbook, filling out a job application and understanding a product label. Nor does it neglect Shakespeare. It is not anti-intellectual.

Career education is concerned with the whole person. It encourages students to use the school as only one place of learning, rather than view school and work as separate worlds. At a time when a college diploma is no longer a guarantee of a job, and bored teenagers drop out of school, or bring drugs and crime into them as "something to do" while they wait out the school-leaving age law, the need for education grounded in career goals seems obvious.

Career education is not the same as vocational education; the latter is only a part of career education. Career education does not simply involve job preparation but tries to prepare the whole person for a full and enriching life. It develops values, decision-making and problem solving. Career education is for all students, for all of life.

Career education is not the equivalent of the tracking system employed in European countries, wherein students are shunted onto academic or vocational tracks at an early age. Its aim is to avoid tracking lower class students into a time-serving education, one-way jobs, and narrow lives by preparing all for careers of their choice.

The drive for career education has been given urgency in recent years by two developments:

- The deterioration of urban schools to the point where many students do not attain even minimal reading, writing, and mathematical skills.

- The dramatic rise in unemployment among young people, resulting from various factors:
  - failure of the educational system;
  - migration of industry out of the inner-city;
  - growth in population outstripping the number of new jobs;
  - over-supply of labor in some professions and an undersupply in developing technical fields;
  - lagging student interest in the developing technical fields.

The upshot is that many young people do not develop basic skills and do not find work.

To date, relatively little has been done about career education in the cities. Most programs are concentrated in the suburbs, with the effect of widening the gap between the suburban haves and the urban have-nots. The National Urban Coalition (NUC) wants career education to be made part of the curriculum of urban schools so as to increase the options available to low-income and minority students.

To achieve this goal, the Coalition is working to enlist business, labor and service organizations in planning school curricula and supplying jobs and training during and after schooling.

This will require changes in the job community as well as in the schools, changes which depend upon more interaction between the schools and business, labor and other groups. The doors of the school must open to let the community into the school and the school into the community.

On October 21-22, 1974, a National Conference on Career Education took place at Wingspread, the conference center of The Johnson Foundation in Racine, Wisconsin. The conference was sponsored by the National Urban Coalition and the Racine Environment Committee in cooperation with The Johnson Foundation.

Dr. Reginald Wilson, President, Wayne County Community College, Detroit, and Dr. Norman Willard, Jr., Commissioner of Manpower of the Commonwealth of Kentucky, Co-Chairmen of the National Urban Coalition's Career Education Committee, served as Co-Chairmen of the Planning Committee for this National Conference on Career Education. This conference was, to the knowledge of the conference convenors, the first national conference to focus on career education for inner-city students. It brought together representatives of business, labor, public service organizations, school systems and government, to develop plans that would open doors to higher education and careers to low-income and minority students. The 55 participants sought to pinpoint the ingredients of a good career education program and determine what it takes to administer one successfully.

CAREER EDUCATION FOR MINORITY AND LOW-INCOME STUDENTS

By: Kenneth Hoyt
Associate Commissioner
for Career Education
United States Office of Education
Washington, D.C.

Career education for low-income persons has to date generally been a matter of over-promise and under-delivery. If we are to do better, we must take a realistic look at the promises and problems of career education. These may be considered in terms of three types of assumptions underlying career education; conceptual, process, and programmatic. A brief outline of these assumptions follows.

Conceptual Assumptions of Career Education

Two basic conceptual assumptions of career education constitute serious operational challenges when we seek to meet the needs of minority and low-income students. One of these assumptions is that career education is humanistically oriented. Both assumptions require brief discussion here.

From the outset, we have pictured career education as an emphasis for all persons, at all educational levels, in all settings in our society. We have said that career education should be available to very young children and to adults in the retirement years - to males and to females - to the physically and mentally handicapped and to gifted and talented persons - to high school dropouts and to college graduates - to the rich and to the poor. We have said that ALL persons need to know, understand, and act on the increasingly close relationships between education and work that exists in our society at the present time. The assumption, in my opinion, is sound and must be preserved.

This audience need not be reminded that without equal resources equality of opportunity is virtually impossible for those who must start out behind. In a

democratic society, "poor" is a relative concept. It is inevitable that some members of society will have more than others. Thus, in a relative sense, the presence of poor people does not seem evil. What is evil is the assumption that, in generation after generation, lower income persons must always be expected to come from the same families. To make any concept, such as career education, equally available to all is to guarantee that this situation not be perpetuated. Our philosophy is dedicated to destruction of the cycle of poverty.

The second conceptual promise of career education, for minority and low-income persons, is that it is humanistically oriented. I recognize how strange this statement must sound. If I didn't think I could defend it, I would not have said it.

I have tried to conceptualize career education around a four letter word called "work." In doing so, I have defined work as follows:

> "Work is conscious effort, other than activities whose prime purpose is coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others."

This definition obviously includes unpaid work as well as paid employment. Its emphasis on "conscious choice" distinguishes "work" from "labor" that is forced on the person or performed involuntarily. Its emphasis on "producing" refers to the human need of all human beings to do - to accomplish - to achieve something that will allow the individual to be someone. Its emphasis on "benefits" illustrates the need we all have to know that somebody needs me for something - that it does make a difference that I exist. Former President Lyndon B. Johnson expressed this need well in a speech when he said "to hunger for use and to go unused is the greatest hunger of all." Career education is dedicated to relieving that hunger. That is why I say it is humanistically oriented.

It is obvious that career education speaks to what Maslow described as the higher order need for self-actualization. It is equally obvious that, if one

follows Maslow, meeting this need is dependent on meeting the more basic needs of survival, security, love, and belonging. We have translated our humanistic orientation for career education into goals that say we seek to make work possible, meaningful, and satisfying for each individual. In so doing, we, too, have obviously used an ordering of needs approach. That is, work cannot be "meaningful" until it is first "possible." It cannot be "satisfying" unless it is first "meaningful."

For several years, youth unemployment has been approximately three times as great as adult unemployment. Further, unemployment among minority youth has been approximately double that for white youth. Further, unemployment rates for females have been higher than for males. The sickening stability of the statistics takes on added meaning in times when general adult unemployment rates are rising. With unemployment rates in the inner-city higher than for the country as a whole, the employment prospects facing minority, low-income youth from inner-city environments seem bleak indeed. I have often observed that youth with nothing to do seldom do nothing. It is probably an understatement to say that we face an explosive situation.

The goals of career education can never be met for minority and low-income persons unless major and decisive action is first taken to attack and solve the youth unemployment problem. Survival and security needs, related to work, must take initial precedence over meeting higher order self-actualization needs. It seems both unwise and unproductive to emphasize the personal meaningfulness of volunteer, unpaid work to minority and low-income persons prior to meeting their needs for paid employment. They already know what it's like not to be paid. Unless there is paid employment available at the time students leave school, career education for minority and low-income youth, is a cop-out.

At the same time, if career education were to content itself only with mak-

ing work possible for minority and low-income youth, the goals of career education would obviously not have been met. We would run the great risk of assigning minority and low-income youth to a life of labor while reserving the personal meaningfulness of work for the more affluent. This simply must not be allowed to happen.

Process Assumptions of Career Education

As a process, career education follows the model of career development. This model envisions a sequence involving, in a progressive manner, (a) career awareness; (b) career exploration; (c) career motivation; (d) career decision-making; (e) career preparation; (f) career entry; and (g) career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process. Only brief mention of such problems can be made here.

Career awareness aims to acquaint the individual with a broad view of the nature of the world of work - including both unpaid work and the world of paid employment. That world cannot, for most inner-city youth, be seen in its entirety in their immediate neighborhood. More basic, that world is not known clearly to many of their teachers and counselors nor to their parents. Problems here are pervasive in most inner-city elementary schools.

Career exploration seeks to help individuals consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry. To be effective, career exploration must be more than a vicarious experience. Reading about work is like reading about sex - i.e., it may very well be stimulating but it is seldom satisfying. If minority and low-income youth are to leave their neighborhoods to explore the world of work first-hand, it is vital that they see some persons in the world who are products of low-income inner-city neighborhoods.

If this cannot be accomplished career exploration may be more self-defeating than productive for such youth.

Career motivation concerns itself with work values and centers around helping the individual answer the question "Why should I work?" If persons from a very low-income family are asked whether they value "making money" or "helping people" more, it should not be surprising if they choose economic over altruistic values. Money, as a sole motivational base, prevents one from developing long-term self-sustaining motivational patterns. Unless minority and low-income youth can be given such a broader motivational base, they cannot be expected to persevere toward full career development.

One of Shelly's poems contains these lines: "Patience and Perseverance made a Bishop of His Reverence." Unless motivation can be diverse enough to produce perseverance, minority and low-income youth will find it difficult to afford the luxury of patience.

Career decision-making seeks to help the individual answer three questions: (a) what is important to me; (b) what is possible for me; and (c) what is probable for me? We have been more successful in demonstrating probable failure than possible success. Career decision-making, for minority and low-income youth, cannot be based simply on increasing self-understanding and understanding of occupational opportunities. Unless it is accompanied by understandings of how to take advantage of such opportunities, it is likely to be more frustrating than helpful in its results.

Decision-making is preceded by indecision. It isn't terribly serious to remain occupationally undecided if your father owns the factory. However, for the minority and low-income youth who have immediate economic needs, occupational indecision is a very serious matter indeed. Unless high quality career decision-making assistance is available, pressures of time will continue to force many

such youth to settle for lower levels of occupational aspiration than they should.

Part of career decision-making leads to occupational preparation programs. Problems of minority and low-income youth are particularly serious in this area of career development. It is obvious that long-run problems of minorities are dependent, in part, on more minority persons assuming community leadership roles-and that such roles are, at present, largely being taken by college graduates. Thus, there is an absolute necessity for encouraging more minority and low-income persons to attend college. If career education goals are to be met, college attendance will be seen as preparation for work - not simply for a degree. Too many such youth seem still to be regarding the college degree as an end in itself rather than as a means to an end.

While recognizing and emphasizing the great need for more minority persons to become college graduates, it would be both tragic and unfair to fail to emphasize post high school occupational preparation programs at less than the baccalaureate level. There can be no freedom if the full range of possible vocational preparation choices is not made available for choice. Career education cannot ignore or play down opportunities in vocational education for minority and low-income persons simply because more such persons should be going to college. Instead, the widest possible range of educational opportunities must be freely available for choice on the part of all minority and low-income youth - along with the financial aid necessary for implementing whatever choices such individuals make.

Finally, the continuing problems minority and low-income youth face in career entry and progression must be recognized. In recent years, a relatively great deal of attention has been focused on helping such youth solve problems of career entry. Problems of career progression and advancement are equally impor-

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tant. If career education does not assume an active role in working with others to solve such problems, it will not have been beneficial, to the extent it has promised to be, for minority and low-income youth.

Programmatic Assumptions of Career Education

Finally, I would like to comment briefly on three programmatic assumptions of career education that are currently acting as operational deterrents to effective career education for minority and low-income persons. These are: (a) the assumption that career education is a collaborative effort; (b) the assumption that the classroom teacher is key to the success of career education; and (c) the assumption that career education is inexpensive.

From the beginning, career education has been pictured as a collaborative effort involving the formal educational system, the home and family, and the business-labor-industry-professional-government community. The strength of a given community's career education effort is dependent on the strength of each of these three collaborative forces.

Given this view, problems for minority and low-income students become immediately apparent. The inner-city school, when compared with its counterparts in the suburbs, is often seen as poor as its student body. Career education depends greatly on parents to teach positive work values, good work habits, and to assist youth in career decision-making. Adults living in the homes of many minority and low-income youth are, at present, not well prepared to accept such responsibilities. Career education counts heavily on the business-labor-industry-professional-government community to provide observational, work experience, and work-study opportunities for students. Further, it depends on the willingness and availability of members of that community to serve as resource persons in the classroom. If the business-labor-industry-professional-government community is

limited to the immediate neighborhood of the inner-city, a lack of both quantity and quality of effort is almost sure to be felt.

All three parts of this collaborative effort - the schools, the home and family structure, and the business-labor-industry-professional-government community must be strengthened if quality career education is to be provided for minority and low-income youth.

A second programmatic assumption is that the classroom teacher is key to the success of career education. Career education asks the teacher to use the community as a learning laboratory in which students can see career implications of subject matters. It asks that we open up the community to students and teachers for field trips and for "hands-on" experiences. It asks that many persons from the community be brought into the schools to serve as career education resource persons. It asks the teacher to use a project approach to teaching and to emphasize a "success approach," based on individualization of instruction, to the teaching/learning process. The many inner-city teachers who, day after day, find crowded classrooms, danger on the streets, and pupils who can't read, find it difficult to become enthusiastic about the pleas and visions of career education. The problems of many are compounded by their own lack of experience in or contact with the world of work outside of formal education.

The third programmatic assumption of career education is that it is inexpensive. This assumption is based, in part, on the fact that career education asks neither for new buildings nor for large increases in staff. It seeks to be infused into all subjects rather than being added on as yet another part of the curriculum. In part, this assumption appears to be erroneous. It is going to cost sizeable sums of money to give inner-city teachers the kind of in-service education they will need to work in career education. Parent education programs for career education in the inner-city will require special staff and so cost

money. Similarly, field trips and work experience sites for minority and low-income youth cannot be limited to the inner-city itself, but must extend out a considerable distance. This, too, will require staff and equipment and so cost money.

Career development programs, for minority and inner-city youth, must, if they are to be effective, be both heavily staffed and equipped with a wide variety of career exploration and decision-making equipment. All of this will be expensive. Finally, the largest costs will be those connected with guaranteeing access to post high school educational programs and to real, bonafide employment for minority and inner-city youth. Unless both are purchased, neither will be available and career education will have been yet another hoax society has played on such youth.

Concluding Remarks

In raising these problems career education faces in meeting needs of minority and low-income youth, I, in no way, intend to imply that I know immediate and effective solutions that can now be applied in solving them. At the same time, I find myself full of several beliefs regarding solutions to these problems. I would be less than honest here if I failed to state their general nature.

First, I am convinced that, of all the things needed, money must surely beat, by a very wide margin, whatever is in second place. Even more important, we need other branches of government - the U.S. Department of Labor, the Department of Commerce, the Department of Defense - and many others to join forces in emphasizinging and implementing relationships between education and work in our society. We need the business-labor-industry-professional community to recognize that they, too, have a stake in attaining the goals of career education. Finally, it seems to me that, in spite of our past failures to do so, we need to encourage the

churches of the nation to become involved in career education. They have a key role to play in problems involving value decisions and personal judgments.

Second, I am convinced that, in spite of the problems I have specified here, career education can be a reality for minority and for inner-city youth. Many examples exist throughout the United States where effective actions are already being taken. The conference program here is filled with some of the better examples. Many others exist which could not be brought here. In no way are the problems of providing effective career education for minority and inner-city youth incapable of solution. We need to build on the many good examples that now exist and go forward together.

Third, I am convinced that career education holds great promise for meeting major current needs of minority and inner-city youth. If, as a nation, we committed ourselves to career education for such youth, it would pay big dividends both in terms of bringing personal meaning and meaningfulness to their lives and in terms of bringing great benefits to the larger society. Career education is a winner. We should not abandon its implementation simply because formidable problems need to be solved. The best way to begin is to begin. And I think we should.

Finally, I am convinced that, in the absence of a found and comprehensive career education effort, problems of minority and inner-city youth will surely become more complex for them and more difficult for society in the years ahead. We cannot continue to do what we have done in the past. Career education offers a positive, action program for change. It seems to me to be worth trying.

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This presentation by Dr. Kenneth Hoyt, Associate Commissioner for Career Education, U.S. Office of Education, was a high point of the conference. His address impacted strongly on the conference, hence on the outcome of the conference.

CAREER EDUCATIO MODELS

The following models were chosen as representatives of the types of programs being developed throughout the nation. Ther are, of course, many others. It is from the following models, as well as from t e comprehensive knowledge of conference participants of other programs, that th National Urban Coalition model was developed by the conferees.

Throughout these presentations the need for industrial community/school interaction was emphasized repeatedly, as was he need for implementing agents.

HAAREN HIGH SCHOOL'S MINI-SCHOOL PROGRAM
Sponsored by the New York Urban Coalition

Presented by: Lynn Gray
Director
Haaren High School Program
New York Urban Coalition
New York, New York

Haaren High School has an enrollment of over 2,000 students. In 1970 Haaren's principal, beset by dropouts and drugs, joined with the New York Urban Coalition to establish 12 mini-schools within the high school. The mini-schools, self-contained units each enrolling from 150 to 200 students, were organized primarily to provide a feeling of community, thus improving teacher-student relations. A further goal was to increase options for the students. To achieve the latter goal, work experiences outside the school were offered.

"Streetworkers" were trained to work with the students. These workers, young men in their twenties living in the same community as the students, provided help with academic and social problems.

The intimacy afforded by the mini-schools appears to do away with the extreme loneliness felt by most students in big schools. The feeling of companionship is achieved by three factors:

a) Living together in a relatively small group of teachers and students;

b) Activities in and outside school to rally around;

c) Identifying problems and encouraging the students to solve them.

The Haaren experience indicates the importance of knowledge of self and community in education.

FLINT, MICHIGAN SCHOOLWIDE CAREER EDUCATION SYSTEM

Presented by: David Doherty
Assistant to the Superintendent of Schools
for Career Education
Board of Education
Flint, Michigan

The Flint school system's concern is fo the end result of schooling - be that in the world of work or in higher educa ion. The Flint schools attempt to provide the wherewithal for right choices, a well as the assurance of a secure move into the post-high school world. The f atures of its program are:

1. A reduced workload for counselors, nabling counselors to stick with counselees through the 13th ye r, in job or college. A commitment that the schools share a esponsibility in the student's transition from school to wo k.
2. Creating in schools and students the idea that what the student does in school, as well as out of school, is important to society, that school is not just a preparation for life.
3. The acceptance of career education as a community responsibility.
4. Development of greater career awareness in parents.
5. Development of curriculum which assures the maintenance of career options.
6. Knowledge of work and leisure time activities.
7. Career guidance centers providing aptitude testing and counseling.
8. Development of a comprehensive placement office for all senior high school students and graduates.

CAREER EDUCATION IN THE RICHMOND, CALIFORNIA, SCHOOL SYSTEM

Presented by: Mary J. Sheeran
Director of Secondary Curriculum
Richmond Unified School District
Richmond, California

The Richmond Unified School District, an urban district, serves a large number of students from the Richmond Model Cities area; 90% of youths in this area are considered disadvantaged. The entire student population of the district is composed of 44.2% minority students.

The 1973 Career Education project developed by administrators, counselors and teachers consists of four phases:

1. Pre-school through sixth grade: Career awareness.
2. Seventh and eighth grades: Career orientation.
3. Ninth and tenth grades: Career exploration.
4. Eleventh and twelfth grades: Career preparation.

The goals, process and ultimate, include:

1. Develop a school-community advisory committee to assist in formation, implementation, evaluation and continuation.
2. Develop curriculum that will provide students with a wide base of career options, personal career decision-making and occupations that relate to the subject of instruction.

THE ECONOMIC DEVELOPMENT COUNCIL OF NEW YORK SCHOOL PARTNERSHIP PROGRAM

Presented by: Virginia Newton
Consultant
Policy Studies in Education
New York, New York

The program began in 1969 when the large number of high school dropouts and the large number of students who graduated with a general diploma unprepared for either work or further education motivated EDC to promote a cooperative effort between schools and business organizations. The program began in two high schools, one in Manhattan and one in the Bronx, and has expanded subsequently to include eight high schools.

Each school formed a committee of school administrators, faculty, students, parents, community and EDC representatives. The studies conducted by these committees brought out common problems leading to the development of projects focusing on career guidance and education, remediation in reading, mathematics and English as a second language, on student motivation and health, and on school administration and management.

Some of the major projects developed in the various schools were focused specifically on career education and guidance as ways to meet the specific needs of students. These projects included the development of a curriculum to promote self and occupational exploration and decision-making; a career exploration project to infuse career education in all subject areas; a Career Opportunities Resource Center to serve as a catalyst for the development of an integrated program of career education for all students; the use of an interest inventory (the OVIS) to survey the interest of the students and to relate the curricula more to students concerns; work study programs; and skill development programs in electronics and radio and in auto mechanics.

THE CAREER PROGRAM OF THE NATIONAL ALLIANCE OF BUSINESSMEN

Presented by: Fred Wentzel
Director
Youth Career Program
National Alliance of Businessmen
Washington, D.C.

NAB's model is catalytic, involving the interaction of the educational system and the business community. Its Youth Career Programs are in the realms of employment, guidance, motivation and college-industry relations. Programs include:

1. Youth Motivation Task Force: Puts successful business into the fifth grade through college classrooms in order to give students a positive feeling about going into business.
2. Employment: Provides summer jobs for needy students. Since 1968, NAB has provided 1,500,000 summer jobs by enlisting the cooperation of business and industry.
3. Guided Opportunities for Life Decisions: Provides work experiences including employer counseling and assessment.
4. Career Guidance Institute: Retraining of teachers so they better understand the skills students may need, by knowing the world of work and the labor market.
5. College-Industry Relations: An effort to help developing colleges assist disadvantaged students by bringing industry, established universities and developing colleges together. In college, students can gain the skills needed to compete for jobs.

THE NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION
SCHOOL-TO-WORK COOPERATION

Presented by: Samuel M. Burt
Director
Curriculum Research
National Association for
Industry-Education Cooperation
Silver Springs, Maryland

The National Association for Industry-Education Cooperation was established in 1964 as a means of mobilizing the resources of education and the work community, to improve the relevance and quality of education at all levels. It recognizes the need for a systems approach in helping educators design programs responsive to changes in the job market.

The School-to-Work Project is designed to assist secondary and post-secondary schools organize and conduct job placements for graduates and other school leavers about to enter the job market. These programs are run with the cooperation of organized labor and employers in the private, governmental, civic, military and quasi-governmental sectors of each community.

The N.A.I.E.C. has established industry-education councils in demonstration states at the local, regional and state levels. The council's general purpose is to help public schools improve their education and training programs; however, their initial task is to help establish school-to-work programs and supporting services (such as community resource workshops) in school systems.

For job placement programs to work, major changes in thinking are required of educators, labor people and employers. Educators must realize that students going directly into the labor market need as much counseling and aid as do colleged-bound students and that the community must be used in these efforts.

Organized labor and private employers must make long-range commitments to help the public schools expand and enrich their education and training programs.

They must also offer better career development programs of their own.

Business, industry and government must rely less on job candidates possessing diplomas and degrees and more on their having job skills. They must offer career development education and training on the job, particularly for lower level employees. In addition, the U.S. Department of Labor must greatly step up special services for youthful job seekers at its state and local offices so public schools can benefit from its job placement aid.

The professionals must stop relying on "hit and miss" licensing requirements for entry-level jobs; instead, they should provide for nationally standardized licensing examinations developed around career ladders and national career development programs based on job experience and continuing education.

The armed services must develop working relationships with local schools, so that students can appreciate the career opportunities in the armed services through personal experience - possibly including part-time paid employment and related training.

Civic and quasi-governmental agencies must offer students greater opportunities for volunteer work which has career possibilities and which may lead eventually to part-time paid employment while in school and full-time jobs after leaving school.

DEPARTMENT OF LABOR: YOUTH PROGRAMS

Merwin Hans, Executive Director, National Coordination Committee, Department of Labor, was unable to attend the conference. The following ideas are those Mr. Hans had planned to present to the conference.

For more than a decade, the Department of Labor has been engaged in large scale and diverse programs for youth. Focusing on the disadvantaged and poor, they have involved millions of youth in activities ranging from casual work experience to highly sophisticated paraprofessional training. Sponsorship has included not only traditional training institutions, but also community agencies, employers and labor unions, and newly formed organizations representing the poor and various minority groups. The setting for this training ranges from the classroom to the job site, to residential camps and even into correctional institutions.

What has been done is little more than a start in meeting the training needs of a large body of youth who are not now being served by more traditional approaches. This effort has been categorical in its application, centralized in administration and quite innovative in its presentation. For several years, it has been apparent that the first phase of this effort was about over and that it was time to move in new directions while retaining the same overall goals. The Manpower Development and Training Act and the Economic Opportunity Act had fulfilled their purposes but also outlived their usefulness.

The legislative definition of this new direction came about with the enactment of the Comprehensive Employment and Training Act (CETA). The thrust was to decategorize programs and decentralize administration to local units of government. Instead of 10,000 contracts administered by the Federal government, there would be less than 500 grants to local governments, and instead of dozens of program models, each with its own rules, restrictions and overlapping constituencies, there would be maximum flexibility and planning to serve the specific needs of

local communities. The earlier experience had developed the models and a body of trained program administrators and planners who could now assume their proper role as we move ahead to the next phase in the development of a broader ranging and more active manpower policy in this country, of which the training effort is only one part.

Having glanced backward at our beginnings and having noted the directions in which we are headed, it should be much easier to relate this effort to the subject of career education. These efforts are not in conflict or competitive although persons and institutions with narrow perspectives may view them as such. There will certainly continue to be competition for scarce resources and strong advocacy for one institution against another. New legislation does not change institutional behavior. DOL is working hard at making these new directions work. We are still trying to define the appropriate Federal role in this new system. We are assuming that others who work alongside us will view us as worthy colleagues.

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David Gregal of the Job Corps filled in for Mr. Hans at the conference, explaining particulars of the Job Corps Program.

Job Corps is the only national youth training program operated by the Department of Labor.

The Job Corps was a pioneer effort of the Federal Government to help jobless or low-income youth, aged 16 through 21, become responsible, employable citizens. It is a nationwide program designed to provide, usually in a residential setting, basic education and job training to poor, out-of-school, out-of-work young people.

Residential training, either in the home area of away from home, is a unique feature, distinguishing the Job Corps from other Federal manpower programs. From the start, the Job Corps has been based on two key ideas: (1) that many underprivileged young people need a change of environment -- away from family or community problems, or both -- to make the most of their training; and (2) that these youth need not only work-training but also a full program of educational, health and recreational services.

Established in August 1964, the Job Corps opened its first center in January 1965. The program was originally administered by the Office of Economic Opportunity. On July 1, 1969, the Job Corps was delegated to the Department of Labor and integrated into its Manpower Administration. It is currently being funded through Title IV of CETA (Comprehensive Employment and Training Act) enacted December 28, 1973.

Job Corps offers training in 175 different job titles.

While most of the centers are for either men or for women, there is an effort toward co-educational training.

There are approximately 40,000 trainees who participate in the program yearly at 56 centers throughout the country.

CETA grants funds to local training sponsors for toher manpower training programs.

The U.S. Employment Service and Department of Labor Regional Manpower representative can provide information on specific youth training programs in a given area.

YOUTH CONSERVATION CORPS

Presented by: George Kreger
Manpower Development Specialist
Manpower and Youth Conservation Programs
United States Forestry Service
Washington, D.C.

The Youth Conservation Corps, sponsored jointly by the Departments of Agriculture (Forest Service) and the Interior, and working to assist the States, was supported by legislation in 1973. In the summer of 1974 the Youth Conservation Corps served 9,600 youth at a total of 280 camps, some residential, some nonresidential.

The purpose of the YCC program is to further the development and maintenance of the natural resources of the United States by employing young men and women to work on conservation projects in the healthful outdoor atmosphere of the National Park System, the National Forest System, and other public land and water areas of the Nation. The Departments have stressed three equally important objectives outlined by the enabling legislation. These objectives are to provide:

1. Gainful employment of America's youth, ages 15 through 18, during the summer months in a healthful outdoor atmosphere.
2. An opportunity for understanding and appreciation of the Nation's natural environment and heritage.
3. Further development and maintenance of the natural resources of the United States by the youth who will ultimately be responsible for maintaining and managing these resources for the American people.

YCC camp sites and nonresidential projects are located on the basis of two major considerations:

1. The availability of existing facilities that can be readied for YCC occupancy with a minimum expenditure of time, work and money.

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2. The potential of the area for developing worthwhile conservation work projects on Federal and non-Federal public lands.

Within these limitations, the administering Departments endeavor to provide as broad a geographic distribution of sites as possible.

The kind of conservation work these young people to is limited only by the imagination of the planners, the YCC camp director and his staff, and of course, by the imagination and enthusiasm of the Corps members themselves.

There are stream banks to clear, trails to build, fish hatcheries to tend, park facilities to construct, trees to plant, animal habitats to study, air and water samples to gather, campgrounds to develop, erosion gullies to check, land to be surveyed, and a thousand and one similar conservation projects-all vitally needed and all providing opportunities for achieving lasting benefits for the environment.

For each YCC camp or project, a public school system, or other youth-serving organization will usually be named to recruit and select candidates who live within the boundaries of a designated recruitment area. This selection process serves to minimize transportation costs by employing Corps members as near to their places of residence as feasible.

Overall responsibility for recruiting and selection rests with the Federal or State administrative unit managing the projects.

In all cases, recruiting agencies are provided with guidelines to insure an equitable economic, racial, and social mix, as well as a fair distribution of urban youth with those from small communities and remote rural areas. Consideration will also be given to young men and women attending private or parochial schools within the recruiting area and to youth classified as "dropouts."

Youth may be employed during the out-of-school months as a member of the YCC, without regard to Civil Service or classification laws, rules or regulations, as long as it is for the purpose of developing, preserving, and maintaining Federal and non-Federal public lands and waters. No one may be employed as a member of the Corps for more than 90 days in any single year.

NATIONAL INSTITUTE OF EDUCATION'S EXPERIENCE-BASED CAREER EDUCATION MODEL

Presented by: John O'Brien
Project Director
National Institute of Education
Washington, D.C.

Ralph Baker
Director
Experience Based Career
Education Program
Far West Lab for Education
Research and Development
Oakland, California

NIE's Experience-Based Career Education Models are alternative secondary education programs capitalizing on available community resources and making maximum use of the experiential mode of learning for transition from dependance to self-reliance, from youth to adulthood and from school to work. They represent an alternative, not a substitute for schools. They rely heavily on community resources, including business, industries, labor unions and the schools. They rely heavily on exposure to the "real", non-school world. They are designed to help young people grow through making decisions and taking responsibilities. Basic and life skills are provided systematically through learning interaction between the student and the community.

Students are direct partners with the staff in the planning, execution and evaluation of their individual programs. The staff coordinates the program, processing contracts with the community agencies and industries involved. These community resources provide the learning experiences necessary for career awareness and exploration. Students spend approximately 50 to 70% of their time in the community, and at learning sites. The rest of the time is spent at Far West School, working with the staff in basic skills, problem solving and decision-making.

The Oakland program provided the conferees with the specifics of the NIE EBCE model. It is one of four versions of the EBCE model.

There are 109 volunteer students in the program, 48 Blacks, 12 Chicano, 47 White and 2 Asian. "Learning Coordinators" work with individual students on programs. One hundred sixty-six organizations and individuals (including IBM, Chevron Chemical Division, Standard Oil, the City Hall and Museums) provide work experience for the students.

The Oakland curriculum is designed to involve the student in the actual use of subject matter in a job, i.e. a student taking geometry can apply his learning to exploration in an architectual or surveying firm.

There are three levels of activity in the program:

a) Orientation - students are introduced to a career and decide if they are interested.

b) Exploration - students spend from 10 to 39 hours on a project exploring a career.

c) Investigation - students spend 40 or more hours investigating a career area.

Students are required, in addition to spend 5 hours a week in advisory group meetings with the Learning Coordinators.

All work is supplemented by workshops and tutorial assistance, as required. Assistance is provided by the Learning Coordinators, resource persons and specialists in reading, writing and math skills.

It appears that most students leave the program with both a high school diploma and an informed decision as to their future.

RACINE ENVIRONMENT COMMITTEE'S EDUCATIONAL ASSISTANCE PROGRAM

Presented by: David Brown
Director
Educational Assistance Program
Racine Environment Committee
Racine, Wisconsin

In 1968 the Racine Environment Committee, recognizing that only 15% of the minority youths graduating from high schools planned to go on to college or technical school, set up a program whose objectives were:

1. To encourage minority youth to go on to higher education;
2. To work individually with youths seeking assistance in furtnering their education, furnishing counseling and supplemental financial aid as required;
3. To encourage the colleges and technical schools attended by Racine minority students to respond to their particular needs.

The program also provides meaningful summer employment for the students. Local industries provide either jobs or the money to pay student salaries in public service jobs. Students are asked to contribute a portion of their earnings toward their scholarship.

MARQUETTE UNIVERSITY'S EDUCATIONAL OPPORTUNITY PROGRAM

Presented by: Arnold Mitchem
Director
Educational Opportunity Program
Marquette University
Milwaukee, Wisconsin

This program is designed to provide students with the skills needed to cope with the career world. The program has two divisions: one at the college level, the other at the high school level.

At the college level the program provides:

1. Help with the basic skills of communication, e.g. reading, writing, speaking, as well as math and problem-solving skills;
2. Assistance with the skills involved in "the understanding and manipulation of knowledge";
3. Placement in meaningful summer jobs. Students and employers agree to a four-summer program, followed by post-graduation employment.

At the pre-college levels, the program reaches out to high schools to encourage the schools to prepare and inspire students for college entrance.

THE CONFERENCE: STRATEGIES FOR ACHIEVING CHANGE

Strategies for bringing about changes in the schools and the community necessary to make career education work were discussed by:

1. Edgar Epps
   Marshall Field Professor of Education
   University of Chicago

2. Richard Ferrin
   College Entrance Examination Board

3. G.T. Bowden
   Director of Educational Relations
   American Telephone and Telegraph Company

4. Norman Cartwright
   Community Relations Director
   Ohio Bell Telephone Company

Some of the points made by these speakers were the following:

In order to make possible continuous mobility for people between schooling and employment, there must be changes on the part both of the schools and the community. Adults will be dropping in and out of education throughout their lives, necessitating changes in such things as college and job entrance requirements and the thinking of company personnel directors.

Minorities and low-income students must be protected when career education is brought into their schools. There is danger that both will be shunted into jobs instead of on to college and that minorities, in seeking work, will suffer discrimination.

Employers must take the initiative in the cooperative efforts involved in bringing career education into the schools.

CAREER EDUCATION MODEL FOR THE INNER CITY, DEVELOPED AT THE CONFERENCE

Drawing on the foregoing examples and their knowledge of other programs in operation, the conference participants formulated a model career education program. The model was intended to be one that cities everywhere can turn to for guidance; in a sense, developing it was what the conference was all about. The model's chief features included:

1. Life Competencies - Providing students with basic life competencies, such as skills in decision-making, problem solving, value clarifying and goal setting.
2. Classroom Motivation - Helping students understand the career implications of academic subjects and using career-oriented methods and materials in teaching as one means of educational motivation.
3. Vocational Skills - Providing students with specific vocational skills that will enable them to find good jobs.
4. Work Experience - Providing observational work experience and work-study experience for students and for those who educate them (teachers, counselors and school administrators).
5. Job Placement - Establishing a job placement program for part-time and full-time work.
6. Reaching Families - Educating the families of students about the career education idea.
7. Opening up the School - Having business, labor and service organizations help design the school curriculum and serve in the schools as career development resource personnel.
8. Community Participation - Encouraging the widest possible participation by the community (school, students, parents, labor, service organizations and others) in deciding career education policies.

CONFERENCE RESULTS

The National Urban Coalition feels the Wingspread conference will have a pronounced impact on the nation's schools and communities, as it brought about, for the first time, an exchange of ideas among those private and government agencies logically concerned with career education. The conference produced, from the exemplary programs presented by conferees, a model program for cooperation in career education among schools, industry, labor and service organizations. A corporate committee was formed to help carry the model from paper into practice. Conference and NUC representatives were also nominated to the National Advisory Committee on Career Education and the National Advisory Committee on Vocational Education.

At the request of President Ford, the recommendations drawn up by those at the conference were forwarded to the White House. The recommendations called for:

1. Creation of jobs to help make career education work;
2. Collaboration at all levels by federal agencies involved in the education and training of young people;
3. Full funding of career education over and above funding for vocational education and other allied efforts;
4. Multilingual, multicultural programs to bring career education to all young people.

The NUC has developed plans for a comprehensive career education program in secondary schools, based on the model developed at the conference, involving the interaction of the entire job community, including industry, labor and service organizations with the schools. The program would be launched on a demonstration basis by NUC affiliates in five selected cities (see "Plans").

At a meeting at the White House early in 1975 with a staff member of the Domestic Council, the NUC was encouraged to move forward with these plans and with its other efforts to stimulate public-private collaboration on career education.

PLANS

If financial support is found, the National Urban Coalition plans to launch career education projects in five coalition cities where this reform is sorely needed. It is seeking $2.5 million from corporations, foundations and the federal government to finance a three-year effort.

The first stage will be the implementation of the career education model, developed at the Wingspread conference, and tailored to meet the specific needs of the educational system and job market in each city. The projects themselves will cover a 29-month period and will be coordinated by the local urban coalitions. They will be broad-based, enlisting the participation of many business, labor and service organizations in each community. One feature will be the operation of a career education information center in each city to serve as a central clearinghouse and retrieval system.

The aim of the five trial projects is to produce a working model career education program for inner-city students which can be profitably applied by cities across the country.

At the end of the five projects, the National Urban Coalition plans to publish a manual on career education, drawing on what has been learned in the five trial cities. This will be a how-to-do-it guide, telling parents and students, school officials, employers and others how to establish a good program.

Meantime, the National Urban Coalition is committed to supporting all collaborative efforts of public and private organizations in the career education field.

STATEMENT OF DR. REGINALD WILSON, PRESIDENT, WAYNE COMMUNITY COLLEGE, DETROIT, MICH.

Dr. WILSON. Thank you very much, Mr. Chairman. I appreciate this opportunity to appear before the subcommittee. I appreciate that the entire statement has been entered into the record. I would like to however pick out a couple of points from that statement which I think are important with regard to my presentation here today.

As you indicated, I am president of Wayne County Community College in Detroit. But I am wearing another hat, as chairman of the career education committee of the National Urban Coalition. Both share common concerns about the need for increased educational opportunity for and the economic betterment of poor and minority people.

Wayne County Community College is particularly concerned about the urban working-class population which makes up the base of its student body. Indeed, the college of first choice of those of this population who are fortunate enough to go to college is increasingly our still-growing community college, while 4-year college and university enrollents are declining around us. The National Urban Coalition is especially concerned about this population, which in our larger cities is predominantly made up of racial minorities and poor people.

There are some concerns relative to career education that affect minority and poor people that perhaps have not been brought out in more general statements about career education that are made by other witnesses. So I would like to say that with regard to the positive side, career education recognizes clearly that much of present day schooling is irrelevant to student needs and is artificially constructed in its relationship to the real world. In addition, career education recognizes the need for the infusion of work-related involvements at every stage of the educational process.

On the other hand there are some negative concerns. Career education to date has been limited with regard to the needs and concerns especially of urban minority and poor. Indeed most of the viable programs that exist in suburban areas are not in inner-city schools. I think the testimony of the chamber supported that.

Second, career education has the latent potential for contributing to the tracking of minority and poor students into low-level and deadend jobs. Unless that concern is particularly addressed in career education programs it may turn out that career education is a negative concept with regard to minority people.

In a position statement adopted at its national conference on career education, held at Racine, Wis. on October 21 and 22, 1974, the National Urban Coalition pointed out quite clearly and correctly that public schools, particularly urban schools, have deteriorated to the point where many students do not attain even minimal reading, writing, and computing skills. Youth unemployment has grown at a dramatic rate, partially as a result of the failure of the education system, partly because of the migration of industry out of the inner city and the increasing complexity of the job market, partly because of the decrease in job opportunities. Whether for one reason or another the

result is that many people do not develop basic skills and do not find employment. The full text of the National Urban Coalition's position statement is being made available today to members of the committee.

In our overwhelmingly urbanized society and with most of those urban areas disproportionately populated by racial minorities and the poor, we are crucially concerned with the deteriorating quality of education and rising unemployment in these areas.

The need for career education is perhaps nowhere as clear as in the city of Detroit. With the slump in the auto industry during the current recession, Michigan has the highest unemployment in the Nation. With over 600,000 people out of work, the State's unemployment rate exceeds 16 percent and is at a plus 30 percent depression level in the mostly black inner city of Detroit. Detroit has the sixth largest school system in the country with 255,000 students, 75 percent of whom are black.

On the State assessment tests of academic achievement Detroit students consistently score in the lower categories. In some schools over 20 percent of the school-age population over age 16 have dropped out, been puhed out or otherwise excluded for various reasons. To compound these devastating problems, Detroit is currently in turmoil and racially divided over a soon to be implemented desegregation and busing plan that is at this moment being argued in the Federal district court.

If any reason needs to be given why substantial and effective career education legislation needs to be enacted, Detroit is that reason. Many of the students in the Detroit schools are doomed to educational and occupational failure unless viable educational and vocational options are developed for them. Many of the adults in Detroit are doomed to continued unemployment because of limitations in job preparation and lacking alternative work skills or capabilities.

Career education can broaden the fundamental educational base of the person while simultaneously preparing that person to be employable. One typical example can be picked at random from among the graduates of Wayne County Community College: A 27-year-old mother of three who dropped out of high school to get married. She enrolls at the community college and receives an associate degree as a community aide worker in 1972. She is thus able to secure employment as a paraprofessional in a city social agency. She continues her education at Wayne State University, receives a B.A. degree in 1974 and is now teaching in the Detroit public schools while going to graduate school in the evening. There are dozens of similar examples that can be cited to illustrate the potential for educational enhancement and improved employability that is at the heart of the career education concept and is applicable to the education work spectrum from kindergarten through graduate school.

However such opportunity is presently accessible to only a relatively few persons in contrast to the magnitude of the problem. Nevertheless some tentative, but exemplary progress, is being made in a few areas of career development. For example, Wayne County Community College received a Federal grant to initiate an associate degree registered nurse program and received State funding to begin a dental

assisting program. Both of these programs, as well as others, are beginning to provide sorely needed health professionals in Metropolitan Detroit area. In addition, a career education planning district has been established in Detroit and every other Michigan school district, as a result of the State legislature's passage of Public Act 97, mandating the development of a statewide career education plan by September 1975. But what is sorely needed, that can only be provided by a massive Federal program, is comprehensive career education legislation that systematically coordinates and promotes school, community, business and labor interaction for the educational and economic development of the entire citizenry of the Nation.

Here again, some modest, but creative pilot programs exist which can serve as models for more broad-scale national implementation. For example in Detroit a public utility, Michigan Bell Telephone Co., has adopted a Detroit high school by providing cooperative work/study training both in the school and on the job with the company. This is a small but relevant example of the need for substantial legislation and Federal aid to underwrite such efforts on a national scale involving millions of young and older people.

In order for viable career education legislation to have meaning obviously requires more than just the needs of the schools, as the foregoing discussion has indicated. Unfortunately, most talk about career education has been done only by educators or to educators. It is vital that education legislation must influence and be influenced by economic and labor legislation.

One must seriously question the premise that a freer play of market forces will best achieve Federal objectives in postsecondary education.

One cannot educate for careers in the schools and leave to the free play of the market the availability of jobs. Indeed to talk of full employment as requiring a tolerable level of 4 percent unemployment which one must resist reducing at the risk of inflation, is immoral.

In that regard, passage of legislation like the Humphrey-Hawkins Full Employment bill is a vitally needed adjunct to any meaningful career education legislation.

In addition to full employment legislation we must batter down the multitudinous economic walls, from apprenticeship rules to occupational licensing and professional standards which keep so many pleasant and rewarding jobs closed to so many other Americans. That is, labor legislation must correct traditional racial restrictions on entrance to apprenticeships and reduce artificial licensing requirements which have no relevance to job performance.

Moreover, there must be vigorous enforcement of the various provisions of the Civil Rights Act of 1964; title VII, which bars discrimination in employment because of race, color, religion, national origin or sex; title VI, which bans similar discrimination in programs receiving Federal funds and title IV, which provides financial and technical assistance to desegregating school districts.

It is my position that career education legislation is relatively meaningless without accompanying economic, labor, and civil rights legislation. To prepare for a career is only as important as having meaningful access to that career.

Mr. Chairman, that concludes my statement.

Chairman PERKINS. Thank you very much for your statement.

Mr. Horner, president of Southwest Iowa Learning Resources Center?

[Prepared statement of William A. Horner follows:]

PREPARED STATEMENT OF WILLIAM A. HORNER, PRESIDENT, SOUTHWEST IOWA LEARNING RESOURCES CENTER, RED OAK, IOWA

At a presidential news conference earlier this month, a reporter from the *St. Louis Dispatch* cited the high youth unemployment figures and asked President Ford what his plans were to solve those problems. I would love to have been in President Ford's shoes that evening to report the promise that Project Discovery holds for the chronically unemployed—and perhaps more importantly, those who would otherwise find themselves among the unemployed or the unhappily employed and dissatisfied in the 1980's.

Simply stated, Project Discovery is a system of activities and materials designed to help teenage youth explore careers they wish to pursue and, at the same time, find out what skills and abilities they possess that would fit them for a particular career theme. Project Discovery has taken real-world work activities; packaged them with real-world tools and equipment; and visualized those activities in a cartoon format—that's our formula. In the case of each package, the author is presently engaged in that occupation. Even though Project Discovery packages have specific job titles, when all eighty packages are completed, they will cover the total spectrum of work characteristics.

Approximately fifty career exploration packages are completed and thirty more are being developed. The Southwest Iowa Learning Resources Center maintains twenty field test sites in the Midwest, Montana, and Arizona, where the packages are in use. Students and teachers at these sites revise the materials so that after two years' field test, any given package is ready to be mass produced for use throughout the United States.

Twenty packages are now ready for dissemination. A grant application submitted by Phi Delta Kappa, an international professional educators organization, is now pending before the Career Education Division of the Office of Education. If approved, this grant would provide for a portion of the start-up expenses and training for the installation of Project Discovery in two hundred school districts throughout the United States as early as this fall. Section 406, Title IV of Public Law 93-380, authorized the Commissioner of Education to make grant to "effect incremental improvements in K-12 career education through one or a series of exemplary projects." We want to take five years of research and development that has been underwritten by the Iowa Department of Public Instruction, and share the results with all schools. There is no advantage to inventing the wheel if the wheel never turns!

I can report to you that our research and experience with the Project Discovery adopter sites clearly indicates that we have a positive solution to a critical educational problem. The Learning Resources Center has sensed the great desire by the general public that education and the world of work become more closely related. Career education activities fill that gap. Career education activities co-exist with a strong "liberal arts" program. Students deserve the right to learn more about themselves—their skills and abilities—in a variety of ways—as they prepare for their future careers.

The biggest surprise of the project has been its applicability to special education students, vocational technical school drop-outs, and patients of mental institutions. We can see evidence of "turned off" students being turned on to learning once again through doing Project Discovery packages. The poor achiever needs more than reading and math—especially the Junior High student. We've seen students who refused all semblance of academics get interested in math through the Surveying Package—or they have seen the need for reading after working through the Insurance Occupations Package. Large amounts of money are being spent under Title I, E.S.E.A.—and I've seen impressive results—but schools need to expand their horizons beyond offering more remedial reading and math courses to the exclusion of other kinds of survival skills—especially at the Middle and Junior High School levels. In a community college setting, the packages, arranged as a career exploration center, have served to re-cycle voca-

tional technical students who were placed into a track totally unsuited to their interests or ability. A group of ADC mothers have used the materials to discover their interests and abilities and many have discovered a career theme for the first time in their lives.

Credit should go to the Department of Public Instruction in Iowa for their commitment to Project Discovery by funding its original development and for their willingness to share the results of the project with others.

The major problems of Project Discovery have been related to the need for financing. Project development of this scope would normally receive in excess of a million dollars per year—and if such a project could have produced similar results, it would have been cost-effective. The Southwest Iowa Learning Resources Center has received a fraction of that amount of funding. In a small rural community, such as Red Oak, Iowa, we still have the benefit of such "old fashioned" ideals as cooperation, ingenuity, honesty, and just plain hard work, resulting in Project Discovery.

A logical follow-up to the career exploration activities at the Junior High School level is the development on in-depth training packages for the high school level. Perhaps you should consider the possibility of allowing a portion of Section 406 funds to be used for curriculum development activities to fill out other gaps in preparing people for more meaningful work experiences.

Hundreds of speeches have been given and books written on the need for career education activities. Students, local Boards of Education, and businessmen have been the most responsive to Project Discovery so far. Most educators are now convinced of the need and wish to do something to meet that need. It's time for action. Project Discovery is the vehicle for action at the Junior High School.

STATEMENT OF WILLIAM A. HORNER, PRESIDENT, SOUTHWEST IOWA LEARNING RESOURCES CENTER

Mr. HORNER. Thank you, Mr. Chairman. Back in 1971 we heard speeches by Dr. Marland and read books by Dr. Hoyt and out in Iowa we are naive enough to believe that what they were saying can really be done. We set about doing what they were calling for. What we interpreted they were calling for was to develop exploration activities.

At least one part of what they asked for for junior high students—that being that middle component in career education that is so vital where kids often get turned off to school and drop out to seek something more interesting—we started that program in southwest Iowa and found willing teachers and some willing administrators. But we didn't have any tools to work with. We might just as well have started building a house without any hammers or saw.

So I set about building materials which could make a difference. We learned very quickly that the materials had to be interesting and relevant and colorful and success oriented.

After that humble start we saw that if you were really interested in creating good materials you give students a chance to change them, make them better, revise them. And you give teachers a chance to make suggestions and improve them. You don't ask teachers to create them, necessarily. Often they don't have time. But you do ask them for help. That we did.

So we expanded our area from southwest Iowa to 20 sites throughout the United States, most of them located in the midwest. We are now 4 years down the road. And we are feeling very optimistic about what good materials, well installed, can do for kids.

We have seen kids who were absolutely turned off to school. We have seen kids who had decided to drop out of school come back, under the condition that they could do packages. We are not asking a kid

at his age to decide on a career. But we are asking him to look at the options and look at them in a new way. We are asking him not to go to the guidance counselor's office and select brochures off of the walls and decide on a career. We are asking him to do activities that simulate the real world. That means materials that are in easy steps and have real objects. If that calls for a blood pressure being taken, then you must include in the package a blood pressure taker, whatever that is called.

So we set about to do that. We are now at a point where we are able to show the results of that work in the form of real learning packages and we are in the process of having established in 200 school systems throughout this country to benefit by what has been done, what has been accomplished in our very specific area of career exploration.

We know that there is a lot more that has to be done, from kindergarten to 6th and from 9th to 11th and 12th and even after high school.

Chairman PERKINS. To summarize in a sentence or two, the results obtained from your exploration involved just what?

Mr. HORNER. The results of exploration?

Chairman PERKINS. Yes.

Mr. HORNER. The objective of the exploration is quite simple. The objective of the exploration is that the student finds out what he likes to do and then further if he decides what he likes to do then he may make a decision about a career. That doesn't mean deciding on an occupation. But the student may decide he likes to work with data or maybe he likes to work with things. He then can go from there, being a lot smarter about himself, to pursue his career. He knows more about what he likes and what he doesn't like.

Chairman PERKINS. Thank you very much.

Our next witness is Dr. Bowen. Go ahead, Dr. Bowen.

[Prepared statement of Dr. Lee Bowen follows:]

PREPARED STATEMENT OF O. LEE BOWEN, SUPERVISOR OF CAREER EDUCATION, DEPARTMENT OF CAREER EDUCATION, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Mr. Chairman and Members of the Subcommittee, this statement is presented for your consideration in the interest of maintaining and further developing mutual interest and support for Career Education at the federal, state and local levels. Our school system and particularly, the Department of Career Education, under the direction of Dr. N. Edwin Crawford, are aware of the genuine concern and support which your committee has maintained for the cause of furthering the development of vocational education throughout the country. The materials and publications which have been included as part of the testimony could not have been realized without your funding considerations. We hope that these documents will bear proof that your support has had an impact on students and staff at the local levels.

You will find that the components addressed in the ancillary materials: 1) the classroom teacher, 2) career development through guidance and counseling, 3) vocational skill training, 4) the business, industrial, labor and professional communities and, 5) the home and family are consistent with the U.S. Office of Education policies and guidelines, as well as, the Maryland State Department of Education's Five Year Plan for Career Education.

It is difficult in a short session to do justice to the many fine vocational and non-vocational career education programs which are active in the Prince George's County Public Schools. A sincere invitation is extended to the members of the

subcommittee and their colleagues to visit with us and view all or any phases of our career education effort, kindergarten through adult education.

The focus of this testimony will be on research and evaluation in the area of career education. There is a paucity of data to support the impact of the integration of career education into all existing curriculum. Legislators, boards of education, parents and educators have not been satisfied with casual observations or platitudinous remarks concerning the positive effects of career education in the schools.

We, as a department have hypothesized attitudes toward and knowledge of the world of work become more positive and greater because of the fusion of career education into the curriculum . . . yet, steps had not been taken to substantiate these observations. More importantly, in a time of accountability and demand for "a return to the basics," it was imperative to try to determine if basic skills such as reading and arithmetic were being influenced by career education. It was felt that findings which supported positive effects in these areas would not only help our system to better define its direction but would lend support to the career education movement both within and without the county, state and fellow school systems. A research abstract is included which contains questions and findings of five questions aimed at students, teachers and parents in both the cognitive and affective domains. The findings are positive and encouraging. The full report which includes instrument analysis, statistics, tables and charts can be made available. The research abstract follows:

RESEARCH ABSTRACT—DOES CAREER EDUCATION WORK? A CASE STUDY IN PRINCE GEORGE'S COUNTY, MARYLAND

PURPOSE

The purpose of this study was to determine the effects of the integration of career education into the existing instructional programs of selected schools in the Prince George's County School System.

Proponents for the inclusion of career education as an integral part of the instructional program assert that it improves learning in the basic educational skills, e.g., reading, and mathematics, concomitantly with assisting pupils toward the primary objective of adequate preparation for an economically productive life.

This interim progress evaluation is primarily addressed to the effects which the career education program has in the area of basic educational skills. Impact in related areas was sought, also. A prior study has shown that the integration of career education into existing school curriculum at the sixth grade level produced higher scores in the area of career knowledge for pupils in classes where career education had been infused than for those sixth graders in control schools who did not receive treatment.[1]

It was found in a study concerning fourth grade students that career related field trips improved the ability of students to identify and relate to the interdependence of occupations.[2]

DESCRIPTION

The career education program is a voluntary participatory experimental program, which attempts to integrate career knowledge, job attitudes, community (business, labor, industrial,) parent volunteers visitation program, etc., into the daily educational curricula of the pupils. The Prince George's County School System provides assistance to the participating schools by the career education staff in the form of workshops, classroom guidance and limited financial assistance. However, the method of implementation of the specific career education program in each participating school was determined by the school staff. Subsequent studies are planned to determine which facet or combinations of the career education program is operationally most effective as a vehicle for improvement in basic educational skills.

[1] Bowen, O. Lee, *An Evaluation of Students in the Career Satellite Program in Selected Elementary Schools of Prince George's County, Maryland* (Upper Marlboro, Maryland: Prince George's Public Schools, 1973), Dissertation.

[2] Gushee, Theresa O., *The Effect of the Field Trip on Fourth Grade Students' Ability to Name Occupations* (Bowie, Maryland: Bowie State College, 1974), Master's Thesis.

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PROCEDURES

In addition to data concerning basic educational skills, data were collected to assess the career-related attitudes of students, parents and teachers, as well as specific career knowledge. Data were collected from selected classes of grades one, three, six, seven, nine, eleven, and twelve of fourteen schools. Schools matched on five variables were used as controls.

A total of thirteen data gathering techniques were utilized in addition to the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. Six of thirteen came from the FAIS Project at the University of Florida (Smith, 1973) four were newly constructed, two came from other projects in Prince George's County and one (Occupations and Careers Information Boxscore) was purchased commercially.

Data were collected on a posttest-only basis the last month of the 1973-74 school year. Primary analysis techniques were the one-way analysis of variance and two sample t-tests.

Five research questions were addressed in this preliminary report. The research questions and summary results are presented below:

(1) Is student learning affected by the infusion of Career Education concepts and activities into the curriculum?

The Iowa Tests of Basic Skills and Iowa Tests of Educational Development were administered to appropriate class levels. When individual classes were combined across schools within grade levels to form experimental and control groups, the experimental samples scored significantly higher ($p<.01$) in reading and arithmetic with exceptions of 6th grade reading and the senior high language usage and social studies.

(2) Do pupils involved in career education acquire more knowledge about the world of work than do controls?

At each grade level (with the exception of ninth grade) the experimental groups scored higher than the controls. Statistical significance was reached at grade levels 6, 7, 11 and 12.

(3) Do pupils involved in career education have more positive career-related attitudes than similar non-involved pupils?

Comparisons were made of the combined, first-, third-, and sixth-grade groups on overall attitude toward occupations. No difference was found in any of the three cases. There were occupation-by-treatment differences. The first-grade experimental group scored more positively on three occupations, the control on one. Two differences favored the controls at third grade and three at sixth. None favored the experimental at these two grades.

At the junior high level, the only difference in career-related attitudes was found at the seventh grade—favoring the experimental group. The senior high combined experimental group scored more positively on four factors from the grade 11-12 attitude form. No difference was found on one factor.

(4) Do students involved in career education feel more positive about school and themselves as pupils than non-involved students?

This data was collected only at the elementary level. The first- and third-grade samples showed no significant differences when treated separately. However, when combined, there was difference ($p<.05$) favoring the experimental group No difference was revealed with the sixth-grade combined sample.

(5) Do parents and teachers of students involved in career education feel more positive than those of non-involved students about the integration of career education into the regular day-by-day curriculum?

The combined experimental group for teachers and for parents scored higher ($p<.01$) than the control groups on the career education attitude forms.

CONCLUSIONS

In conclusion, of every question posed by this study, one or more of the combined total experimental groups scored better than their controls. No differences in these groups were found to favor the controls. These results would seem to confirm that students involved in career education are different than those not involved. However, one should be cautious in attributing cause to any one factor. The method of sample selection, the lack of control of the experimental variable—career education—at experimental schools, the lack of pretest data, and the use of previously untried instruments are some of the reasons for this caution. The

real value of these data should accrue from improved instruments and refined procedural techniques; as well as, from the more formal study of curriculum teaching and counseling techniques used in these schools with the most significant data.

RECOMMENDATIONS

(1) The research is described as an interim report. Further studies are recommended and needed.

(2) The date when the evaluation was begun and circumstances precluded pretesting. It is urged that followup evaluations include a pretest-posttest capability. A posttest only design is used with no real assurance that the experimental and control groups were essentially equivalent on key variables before the treatment was applied. While some comparison data is presented, it is insufficient. Differences found on the posttest cannot, therefore, be truly tied to the effects of career education.

(3) The treatment needs to be better specified. More treatment data is available, and will be incorporated into a final version of the report.

(4) The method of sample selection is a reason for caution. Future studies will need a more sound selection process.

(5) Another caution is the use, in several instances, of untried instruments. These instruments, as well as others, will be examined and/or refined and reliability coefficients established.

(6) It has been noted that the data collected from school A was significantly more positive than the rest of the individual or collective data. It is urged that the educational program in school A be looked at critically and methodically in search of a developmental model.

The presenter would be remiss not to recognize two members of the audience. Mrs. Theresa Gushee, Prevocational Coordinator, 7–9 and Mrs. Dora Kennedy, Supervisor of Foreign Languages, who are responsible for two of the most viable and exciting career education programs in our schools. Materials are included which describes their programs. It is hoped that they will be given an opportunity to respond to questions in the session that follows.

A recent application made on April 16, 1975 to the U. S. Office of Education for a $200,000 Career Education grant would enable us to utilize this data plus many more resources to further develop exemplary programs and to build outstanding career education models at the elementary school level.

On behalf of the Superintendent of Schools of Prince Georges County, Maryland, we thank you, for the time and opportunity to be a part of this hearing.

STATEMENT OF DR. LEE BOWEN, SUPERVISOR, CAREER EDUCATION, PRINCE GEORGES COUNTY, MD.

Dr. BOWEN. Mr. Chairman and what remains of the committee, this statement is presented for your consideration.

Chairman PERKINS. Without objection your statement will be inserted in the record. You may summarize.

Dr. BOWEN. All right, fine. We are here as practitioners. I have my resident experts with me, the people who work on a daily basis with children. We would like to respond to some questions that were asked of our predecessors.

We do support and favor funding. We have gotten funding in the past. We have applied for career education moneys. We are convinced with these we can enhance our total operation, kindergarten through adult.

We have worked closely with our local chamber of commerce in Prince Georges County. We have responded to national chamber questions and concerns.

I would like on behalf of the county to extend an invitation. We are just 20 miles away. We can show you.

Chairman PERKINS. We will try to get out there. It is nearby. Maybe we can take you up on that.

Dr. BOWEN. I don't know your social habits. You can stop by. We can have an iced tea or a mint julip or whatever ready.

I have been asked to talk about research and evaluation. My colleagues and I have some data. This is in the record in abstract form. We have something like a Montgomery Wards catalog if you want to look at statistics. The major thing we wanted to find out was if basic skills, reading and writing, were affected by the integration of career education into the curriculum. We were hoping that we could maintain just a status quo of reading levels. We were surprised to learn that there were some positive gains made in these areas. This is what some legislators have been asking for, some proof, some data, to show that there has been improvement in those areas.

This is an interim report. We want to do more. We want to try to substantiate in any way we can. We wanted to find out how youngsters thought about themselves and work. This was very favorable as far as the experimental groups were concerned.

When we surveyed the parents and teachers of students this was also favorable. Another factor at which we looked was do boys and girls as a result of being involved in these kinds of programs know more about the world of work and have a better appreciation, more knowledge, of the world of work. This was borne out. We found in our study some schools which we feel could develop into model schools.

We would like in the coming years to have summer workshop development, give these people some extensive training and support so that we could develop some models that could be emulated not only in our school system but throughout the State and the country. What we have to offer, if it is worthwhile, is certainly available to our counterparts around the country.

In conclusion, what you have before you tells the kinds of things we have done. There are several recommendations. There is one item that I would like to read to emphasize that we are not bashful about funding. Recent application made April 16, 1975, to the U.S. Office of Education for Career Education would enable us to utilize the data plus many other resources to further develop exemplary programs and to build outstanding career education models at the elementary school level.

For this coming year we have some excellent junior high school programs.

Chairman PERKINS. Dr. Bowen, we will do our best to get out. I notice that Dr. Collins has stated, glancing through his statement, that his main problem was funding, that he did not know from year to year how much he would receive for a project.

Dr. Collins, do you feel that about the best thing we could do would be to make sure that you receive funding for 2 or 3 years to provide something like that in the bill? Would that stabilize the situation?

Dr. COLLINS. Yes, it would greatly help the kind of thing that we are attempting to do because in dealing with people you have to be

patient. You can't turn the world upside down overnight. When they are not sure about your longevity, then they become a little itchy themselves. So to answer your question succinctly, it would be a great help.

Chairman PERKINS. Let me compliment the entire panel. I regret all these interruptions. You have been very helpful to the committee. I hope the rest of the committee will read all these eloquent statements. I hope to invite all of you back again sometime. We hope to write the best possible bill. Let me thank you.

At this time the committee will adjourn subject to the call of the Chair.

[Whereupon, at 11:50 a.m. the subcommittee adjourned, to reconvene at the call of the Chair.]

[Material submitted for inclusion in the record follows:]

EDUCATION ACHIEVEMENT CORPORATION,
Waco, Tex., May 21, 1975.

Hon. CARL PERKINS,
House of Representatives,
Rayburn House Office Building, Washington, D.C.

DEAR SIR: I was in attendance at the open hearing on career education held Tuesday, May 20. Education Achievement Corporation publishes career guidance systems. We have been a minute part of the growing force of those concerned with providing relevant learning experiences for all students in this great country through the vehicle of career education.

There have been four years of exemplary projects designed to gather research data on career education. I was astounded when Ms. Trotter, Dr. Snider, and Dr. Hoyt did not give your question, "Do you need federal funding for career education," a direct *yes* answer. I just can't understand it in view of the fact that I have heard for the past three years literally hundreds of educators saying, "If we ever get funding we can realistically institute career development programs."

Should we continue as Ms. Trotter, Dr. Snider, and Dr. Hoyt suggested—that we continue exemplary projects "to gather research data"—we can probably achieve the same results as have been achieved in the past four years, but no more.

To assume that state and local government will implement career education is also unrealistic. Florida is a prime example of a state that implemented career education through state legislation for one year. This year it has been deleted.

The school administrators we have worked with throughout the country want sustained funding to implement the change on a national basis and they want it now. It is unrealistic for us to think that necessary change will be accomplished by school districts through diverting funds used for regular curricular activities. It just won't happen.

It is my firm conviction that the concept of career education is an absolute necessity for America to meet the needs critical to perpetuating a viable society. Economic and personal responsibility ultimately depend on the individual's ability to honestly make the following statements: I know who I am, I know where I am going, and I am responsible for myself and my country.

We are totally committed to the concept that teaching students first according to their needs and to bringing essential skill development—either academic or vocational—through the career development concept is the proper way to maintaining an essential balance with American education and social responsibility.

Sincerely,

CHARLES T. HENNIGAN,
President.

ELKHART COMMUNITY SCHOOLS,
EDUCATIONAL SERVICES CENTER,
Elkhart, Ind.

Mr. CARL PERKINS,
Chairman, House Education and Labor Committee,
U.S. House of Representatives, Washington, D.C.

DEAR MR. PERKINS: I would like this statement to be considered for inclusion as part of the hearings on the topic of career education scheduled for April 21. Included in this statement will be a position consideration for where our district is in its developmental work with career education. We in the educational field have found it difficult to communicate to other educators, community leaders, and the public in general the indepth understanding of the career education movement. For that reason we have developed this statement and use it when we are talking to groups about what we are doing in career education. The two columns headed what career education is, and what it is not head up some statements that seem to be fairly well received by people with little information about what schools are doing in the area of career education.

All too often those not deeply concerned with the growth and development process of young people fail to see the total intent, and the total developmental contribution made by career education. Career education is not an effort on the part of the schools to pump more vocational education, or occupational information into the diets of the young people in the schools. For us in the Elkhart Area Career Center it is a total effort to look at the developmental nature of career choice and to plug in events that assist both the teachers and the students to perceive the relationships between the school and the world of work. These efforts have caused many of our educators to analyze what they are now doing in view of where this can be applied to the world of work. In other words we are causing a re-birth of content selection in the curriculum by focusing on our particular brand of career education.

Teachers daily report to us that the in-sights provided to them by the career education support system has improved the basic skill development of all youngsters in their charge. For these reasons we want your committee to be aware of our career education enthusiasm.

Sincerely,

RICHARD MORRISON,
Coordinator of Pupil Services.

ELCEP CAREER EDUCATION POSITION

WHAT CAREER EDUCATION IS

1. A recognition that the choice of an occupation is a process, not simply a one time event, which extends from approximately age six to the 21 and which progress through differentiable periods of deliberation culminating in a more or less satisfactory and satisfying compromise between personal needs and occupational realities.
2. It is a recognition of the need to do a "relevancy sort" in the curriculum, and extra curriculum experiences in today's school.
3. It is a recognition of the various levels of career development and the acceptance of responsibility to work with these developmental working needs, behaviors, and skills in the context of the existing curriculum.
4. It is the recognition that localized relevant examples foster the teaching of abstract concepts and functions in the present curriculum.
5. It is a recognition of the existance of direct relationships between the skills and behaviors that enhance career development and the skills and behaviors that cause maximum growth in a curriculum made up of highly relevant content and concepts.
6. It is a recognition that three conditions are making teaching in the public schools especially difficult these days: (a) conflicting values, (b) the demands of public accountability, and (c) the pinch between the conditions of mass education and the ideal of providing the best education for each and every student and that this pinch creates a need for some acceptable ordering focus in order to put back into public education a developmental design.

WHAT CAREER EDUCATION IS NOT

1. A belief that career choice is a time bound largely static event which occurs at the crossroads of life usually upon high school graduation, when an adolescent takes stock of himself and the world of work and then decides what he is going to do.

2. It is not a new course to be added to the list of courses in todays school nor a suggestion that replacement of any course or extra curricular experience should take place.

3. It is not pressing students for early career choices and then early specialization because of a career field realization.

4. It is not a series of disjointed and unrelated jaunts into the industries and businesses of the community.

5. It is not asking a shift to accept skill development and behavior modification for job (economic man) seeking and job holding, as the only goal of the school.

6. An effort to reduce public schooling to a service for business and industrial interest.

April 15, 1975.

Mr. CARL PERKINS,
Chairman, House Education and Labor Committee, U.S. House of Representatives, Washington, D.C.

Dear Mr. Perkins: I thought I would take this opportunity to express my feelings concerning the work of collaborative career education.

I am certain you are aware of the financial problems affecting many school districts across the nation. District boards are fighting continuously to balance the budget losing out to inflation and increased operating costs.

What does this have to do with career education? I maintain that school districts have lost and are losing millions of dollars each year due to the horrendously high number of unexcused absences. Each time a student is absent the district loses approximately 5½ dollars per day. San Francisco loses over $300,000 each year. Napa lost $340,000 during 1972 and 1973. Students need to experience relevant programs.

There is no other program philosophy other than career education that answers to the needs of the students by harmonizing, collaborating and articulating the world of school with the world of work. Students need to feel they are a part of relevant systems designed to provide them with motivating, and challenging career directions.

The grassroots initiatives of implementing and expanding existing career education programs must not be dissolved by intensive federal subsidies. Local educational agencies should be motivated toward making purposeful career education curriculum changes without federal mandates.

I would strongly suggest that the House Education and Labor Committee consider the following directives to states applying for funds:

1. School district grants directed to the state for federal career education funds should include post-secondary studies of experimental and control groups involved with career education programs.

2. School districts must structure ample time and effort directed toward mitigating the high loss of A.D.A. funds. This would create additional career program monies.

3. Perhaps a nationwide federally supported study correlating district A.D.A. funds lost and the lack of career education implementation on the district level would be most useful and productive in terms of providing career program development.

4. Statewide distribution to school districts should be encouraged. Often times county schools receive control over monies creating destructive dependency lines. Districts must be recognized as L.E.A. (Local Education Agencies).

5. Career guidance counselor training institutes must be established. High school counselors and teachers by and large have little expertise in career counseling, or do they fully comprehend career education.

6. The creation of career education task force committees will aid both county and district L.E.A. to plan, organize, direct and coordinate programs more efficiently.

The September/October issue of the Journal of the National Education Association explored the problem origins that keep teachers from teaching more

effectively by asking the teachers. They concluded that parent apathy and student indifference are the chief causes. However, the Stanford Center for Research went to the students and asked similar questions. The results showed that students are 'turned on' to relevance in curriculum and that parents of disadvantaged were never more interested in obtaining competent career as well as vocational skills for their children.

I would appreciate having the above remarks considered for inclusion as part of the hearings on the topic of "Career Education" scheduled for April 21.

Let's get it together . . . NOW!

Sincerely,

ROBERT YOUNG,
Work Experience Coordinator,
Napa Valley Unified, Napa, Calif.

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS,
DEPARTMENT OF EDUCATION,
Providence, RI., April 7, 1975.

HON. CARL D. PERKINS,
U.S. Representative, 2365 Rayburn House Office Building,
Washington, D.C.

DEAR MR. PERKINS: I am sure that by now you are familiar with the fact that the allocation formula of Title IV, P.L. 93-380, "Consolidation of Certain Education Programs" adversely affect 21 states, including Rhode Island, with a low population of school age children. This inequity of distribution of funds was never the intent of the Congress. There is sufficient evidence that the Congress intended individual states to maintain the funding levels in the consolidation as they had in the categorical programs of previous years. This was done by mandating that consolidation would not become a reality unless specific trigger mechanisms were to insure that every state receive the same amounts of money in the consolidation as they had previously.

Despite this, although the total amount of dollars for the consolidation portion remains constant, the formula allows large states to gain significant amounts of money at the expense of the smaller states. The most desirable method of achieving some equity and reaching the intention of the Congress, is legislation which would correct the ills of this allocation formula. Should the formula remain as is, by FY '77 21 states would lose a major portion of funds in programs consolidated in Title IV. In Rhode Island, the loss is over $500,000 and this amount represents approximately 30 percent of the funds we ordinarily would have received within the categorical programs and would necessitate the elimination of many excellent programs which have been providing services to thousands of Rhode Island students. I realize the political realities of changing an allocation formula at this date; and although I feel that this is the most desirable method for Rhode Island, there is an interim step which could be considered that would insure that no state lose its funds. This step would be a simple "hold-harmless provision" at either the FY '74 levels or FY '75 levels of the program consolidated. I must admit that any "hold-harmless" procedure is not the most desirable step, but it certainly will allow us to provide the same educational services until a better and more equitable formula can be devised and enacted into law.

I have enclosed for your use some "hold-harmless" tables as well as tables indicating the losses which we are about to realize. I would appreciate any support you can provide in this matter. As always, I appreciate the efforts you have made in assisting the educational programs of our country, this agency and the students of Rhode Island.

Sincerely,

THOMAS C. SCHMIDT,
Commissioner.

Enclosure.

WORKSHEET No. 2

Description: This is an actual workup of the amount of money needed to match FY 74 distributions to each state under each of the consolidation parts. It also illustrates each state's share of money not previously available for distribution in those parts. The third column of each part indicates the amount of distribution to each state on the basis of a hold harmless at FY 74 levels plus those not previously distributed funds.

WORKSHEET ON PROPOSAL FOR A HOLD HARMLESS AT FISCAL YEAR 1974 LEVELS

	Part B			Part C		
	Need to match fiscal year 1974	Share of G, C, and T	Total	Need to match fiscal year 1974 less G, C, and T	Share of distribution	Total
Alabama	2,051,720	296,644	2,348,374	2,828,682	133,818	2,962,500
Alaska	206,083	34,006	240,089	834,568	14,004	848,572
Arizona	1,135,191	168,408	1,303,599	1,767,621	78,579	1,846,200
Arkansas	1,138,836	167,642	1,306,478	1,825,981	73,911	1,899,892
California	10,735,821	1,754,276	12,490,097	13,403,026	726,667	14,129,693
Colorado	1,356,060	198,948	1,555,008	2,029,605	91,806	2,121,411
Connecticut	1,635,585	253,948	1,889,533	2,476,828	112,034	2,588,862
Delaware	341,766	52,908	394,674	982,156	21,784	1,003,940
Florida	3,564,119	573,036	4,137,155	4,770,631	255,189	5,025,820
Georgia	2,674,284	396,088	3,070,372	3,584,413	182,055	3,766,468
Hawaii	474,673	72,576	487,249	1,114,377	31,120	1,205,497
Idaho	464,907	68,640	533,547	1,096,388	30,342	1,126,730
Illinois	6,147,508	968,772	7,116,280	7,713,185	409,236	8,122,421
Indiana	3,054,713	440,254	3,494,967	3,995,913	199,172	4,195,085
Iowa	1,665,494	241,290	1,906,784	2,390,146	105,810	2,495,956
Kansas	1,235,055	186,464	1,421,519	2,009,822	79,357	2,089,179
Kentucky	1,896,451	275,438	2,171,889	2,629,847	122,926	2,752,773
Louisiana	2,372,025	325,060	2,697,085	3,016,054	151,713	3,167,767
Maine	628,208	89,204	717,412	1,256,269	38,900	1,295,169
Maryland	2,303,606	339,430	2,643,036	3,121,513	154,047	3,275,560
Massachusetts	3,050,525	468,902	3,519,427	4,140,444	206,952	4,347,396
Michigan	5,458,713	816,402	6,275,115	6,552,240	351,633	6,903,873
Minnesota	2,369,960	329,570	2,699,530	3,104,128	150,935	3,255,063
Mississippi	1,372,794	197,318	1,570,112	2,072,007	92,583	2,164,590
Missouri	2,656,749	386,448	3,043,197	3,543,151	170,385	3,713,536
Montana	456,131	65,598	521,729	1,086,817	28,786	1,115,603
Nebraska	857,329	129,680	987,009	1,549,134	56,017	1,605,151
Nevada	298,256	48,934	347,190	940,479	20,228	960,707
New Hampshire	448,748	68,440	517,188	1,083,294	29,564	1,112,858
New Jersey	3,854,929	603,894	4,458,823	5,101,897	264,525	5,366,422
New Mexico	733,488	99,500	832,988	1,326,616	45,902	1,372,518
New York	9,064,619	1,559,850	10,624,469	11,775,008	629,415	12,404,423
North Carolina	2,871,058	428,380	3,299,438	3,871,454	192,170	4,063,624
North Dakota	392,795	58,868	451,663	1,031,705	24,896	1,056,601
Ohio	6,253,575	949,530	7,203,105	7,554,656	399,122	7,953,778
Oklahoma	1,461,629	214,248	1,675,877	2,257,258	92,593	2,349,851
Oregon	1,157,319	179,692	1,337,011	1,915,078	77,801	1,992,879
Pennsylvania	6,458,100	1,022,246	7,480,346	7,909,112	415,460	8,324,572
Rhode Island	514,055	81,544	595,599	1,186,659	33,454	1,220,113
South Carolina	1,634,365	229,928	1,864,293	2,302,044	105,032	2,407,076
South Dakota	430,087	62,192	492,279	1,065,347	26,452	1,091,799
Tennessee	2,224,803	333,116	2,557,919	3,073,502	146,267	3,219,769
Texas	6,777,532	1,030,188	7,807,720	8,035,897	441,135	8,477,032
Utah	741,001	102,054	843,055	1,349,078	46,681	1,395,759
Vermont	284,982	43,214	328,196	911,537	17,116	928,653
Virginia	2,615,549	392,202	3,007,751	3,568,459	176,609	3,745,068
Washington	1,899,298	281,930	2,181,228	2,765,985	124,482	2,890,467
West Virginia	992,654	148,622	1,141,276	1,702,723	63,019	1,765,742
Wisconsin	2,761,998	382,820	3,144,818	3,475,475	175,053	3,650,528
Wyoming	216,892	34,048	250,940	849,063	13,226	862,289
District of Columbia	346,687	62,038	408,725	1,058,175	23,340	1,081,515
Puerto Rico	2,245,050	254,396	2,499,446	3,295,088	127,584	3,422,682
Outlying areas	516,170	179,088	695,258	164,686	78,587	243,273

EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT,
Rudyard, Mich., April 4, 1975.

Chairman, House Education and Labor Committee, U.S. House of Representatives, Washington, D.C.

HONORABLE CONGRESSMAN PERKINS: I would like to offer the following comments on Career Education for the hearing scheduled for April 21, 1975.

Career Education is happening on all levels and in all schools of the Eastern Upper Peninsula of Michigan. Although all schools have involvements, not all schools have K–12 coordination. This must be done to assure systematic development of the program. With the recent emphasis from the U.S.O.E. and our state developments I am confident that coordination efforts are close at hand.

The Eastern Upper Peninsula of Michigan, three counties in the eleventh congressional district, is an area that must train students for "export" since local employment opportunities are limited. Only students with skills developed through "Vocational Education" have access to employment opportunities. "Career Education" provides students with self identification, career exploration, decision making skills, and (then) Vocational Education. We must have all these components to assure success of the students.

Students of our area have the choice of the Area Vocational Center. Over 30 programs are available to provide students with entry level skills. Placement services are available to trained students from the Skill Center. Last year over 70 percent of the students, desiring placement, were placed in employment.

Our basic need is continued emphasis and support from U.S.O.E. in manpower and limited funds to assure inservice programs for teachers. Teachers are the key to educating, in or out of the classroom.

In appreciation of your attention to this matter, I remain,

Sincerely yours,

ROBERT W. WILES,
Assistant Superintendent for Career Education.

PEORIA PUBLIC SCHOOLS,
Peoria, Ill., April 1, 1975.

MR. CARL PERKINS,
Chairman, House Education and Labor Committee, U.S. House of Representatives, Washington, D.C.

DEAR MR. PERKINS: One of the tenets of American society which has helped to make it strong is the belief that each person has the right and responsibility to live a productive life. Unfortunately, growing numbers of our citizens are abandoning this "work ethic" in favor of a "welfare ethic" or "criminal ethic" or "hedonistic ethic".

I support the Office of Education's "career education" movement because I have seen that its implementation can revitalize the process of educating children and young people for a lifetime of *productive* endeavor. In our community, career education has provided the impetus for reducing the isolative nature of public schools—a nature which tends to *institutionalize* its charges. The result has been the provision of a more community centered, student participatory curriculum which helps to *assimilate* young people into the main stream of society rather than to isolate them from society.

I respectfully request that you consider the statement above for inclusion as part of the "Career Education" hearings scheduled for April 21, 1975.

Sincerely yours,

CHESTER W. DUGGER,
Ed. D., Director of Secondary Education.

DEVILS LAKE PUBLIC SCHOOLS,
Devils Lake, N. Dak., March 27, 1975.

MR. CARL PERKINS,
Chairman, House Education and Labor Committee, U.S. House of Representatives, Washington, D.C.

THE HONORABLE MR. PERKINS: As an educator in the Devils Lake, North Dakota public schools, I feel compelled to share my views on the present status of Career Education and its direct affect on our young people.

Although our rural, agricultural setting dictates agri-business industry, farming is becoming most difficult for young people to anticipate as a future vocation. We have had to help young men and women investigate alternatives and seek options open to them in other fields.

We are prideful in our exports of wheat and flax. However, we are shameful that the young, college-educated people must leave our state to seek employment.

Recently a state-wide circulated newspaper revealed a survey taken of seniors at North Dakota State University. In essence the students were saying, we want to stay in North Dakota, but what will I do?

For years, we in education have been teaching the subject disciplines without relating the practicable applicability. Much of what we have been doing has been done "to" the kids, not "for" them.

Career Education, in the elementary and secondary schools of Devils Lake, accentuates two significant concepts: (1) expose young people to various occupations; allow them to explore vocations of interest and correlated to their aptitude and abilities; (2) relate the functional use of classroom subject matter so students see the significance and application of knowing the academic skills.

It is good to know that those of you who are in a position to determine the future of such programs as Career Education will listen and review its merits as seen from the practitioners vantage point.

Please consider my comments for inclusion as part of the hearing on the topic of Career Education which, I understand, is scheduled for April 21.

Thank you.

Respectfully,

JOHN M. GESTON.

THE SCHOOL BOARD,
OF PALM BEACH COUNTY, FLA.,
West Palm Beach, Fla., April 14, 1975.

MR. CARL PERKINS,
Chairman, House Education and Labor Committee, U.S. House of Representatives, Washington, D.C.

DEAR MR. PERKINS: Career Education in Palm Beach County, Florida, is an extremely important part of the school system. It is a concept which is integrated throughout our school programs, from K–12, including vocational preparation and career guidance.

Our county guidance association enthusiastically supports the notion of Career Education by having planned career-related self-awareness and values clarification activities in the elementary years, exhaustive career exploration in the middle years, thorough career planning assistance in the senior high years, and placement assistance at the time of school exit. Much more time and money is needed to provide the training for counselors to accomplish these tasks.

Approximately 1,000 of our county's 3,000 teachers have included Career Education activities in their instructional programs since we began providing training for them two years ago. Nearly 20,000 students in 30 of our schools have benefitted from this instruction. Plans for school year 1975–76 include Career Education instruction in 65 of our 87 schools. Obviously, the success is contagious.

Our community support has been overwhelming. Well over 3,000 community people (including parents) have become actively involved in the instruction of children in simple ways, such as field trips and guest speaking, and in more extensive ways, such as one-day "shadowing", explorer post career instruction, and semester-long internships. Students are learning first-hand what it is like to work in the real world before they get the complete responsibility for supporting themselves. They find out what they can and cannot do; what they do and do not like.

Our cooperation with vocational education is extensive. Because of better career guidance more and more students are seeing the need to acquire a salable skill before they leave school; thus, more and more students are better prepared to enter the work world when they leave school. Concurrently, those students who go on to college do so because they want to.

Career Education in Palm Beach County has been a critical factor in making education relevant for our students, educators, and community people. We need continued support from the national level, particularly in encouraging alternative ways for community people to cooperate in providing educational opportunities for young people.

We are the local level have developed a good deal of expertise over the past two years. We seriously need state and federal support to insure that Career Education continues to produce positive results.

I am extremely pleased that Career Education has been included in the hearings scheduled for April 21. Please include the Palm Beach County experiences as an example of what Career Education can do.

Yours in education,

R. LAWRENCE LISS,
Director, Career Education.

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C., May 22, 1975.

HON. CARL D. PERKINS,
Chairman, Elementary, Secondary, and Vocational Education Subcommittee, Rayburn House Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: Enclosed is a statement from Virginia Flores, Counsel Supervisor of the St. Paul Public School system. I request that it be made part of the May 20, 1975 hearing on career education.

With every good wish, I am

Sincerely yours,

ALBERT H. QUIE.

Enclosure.

Public education continues to pass through a crisis period in which it is scrutinized from many different points of view. We have less protest and violence at present, but we still have not answered all of the "hard questions." Do we interpret progress to mean that anything new is necessarily better? For anything to be relevant in the here and now, must it discredit the past? Does poverty have to be an over-riding fact of life for any group of students? Can we prevent student isolation and through meaningful work give all children regardless of race a sense of belonging?

These are questions that concern counselors as they examine their values, their methods, their learning environments, and their standard of excellence with the hope that they can make a true "difference" in the lives of the students they serve.

Leadership for guidance counselors must flow from the National level. To place adequate importance on this educational function, it would be highly desirable to create an office of Career Guidance and Counseling with a director who reports directly to the Commissioner of Education.

If this is not possible, we would support putting the Career Guidance and Counseling Act of 1975 into the office of Career Education so that it can serve all bureaus of the U.S. Office of Education. We strongly oppose including this act in the new vocational education legislation and leaving it only in the Bureau of Occupations and Adult Education, because of many irreconcilable management problems that it creates at the local school district level. We must avoid friction, needless competition for the dollars, and duplication of effort.

Counselors in St. Paul share my deep appreciation for the leadership you have shown in getting necessary Career Education legislation introduced. We feel you are the "advocate" in Congress for our profession, but more important, that you speak for the educational needs of young people today in a voice that is being heard everywhere.

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